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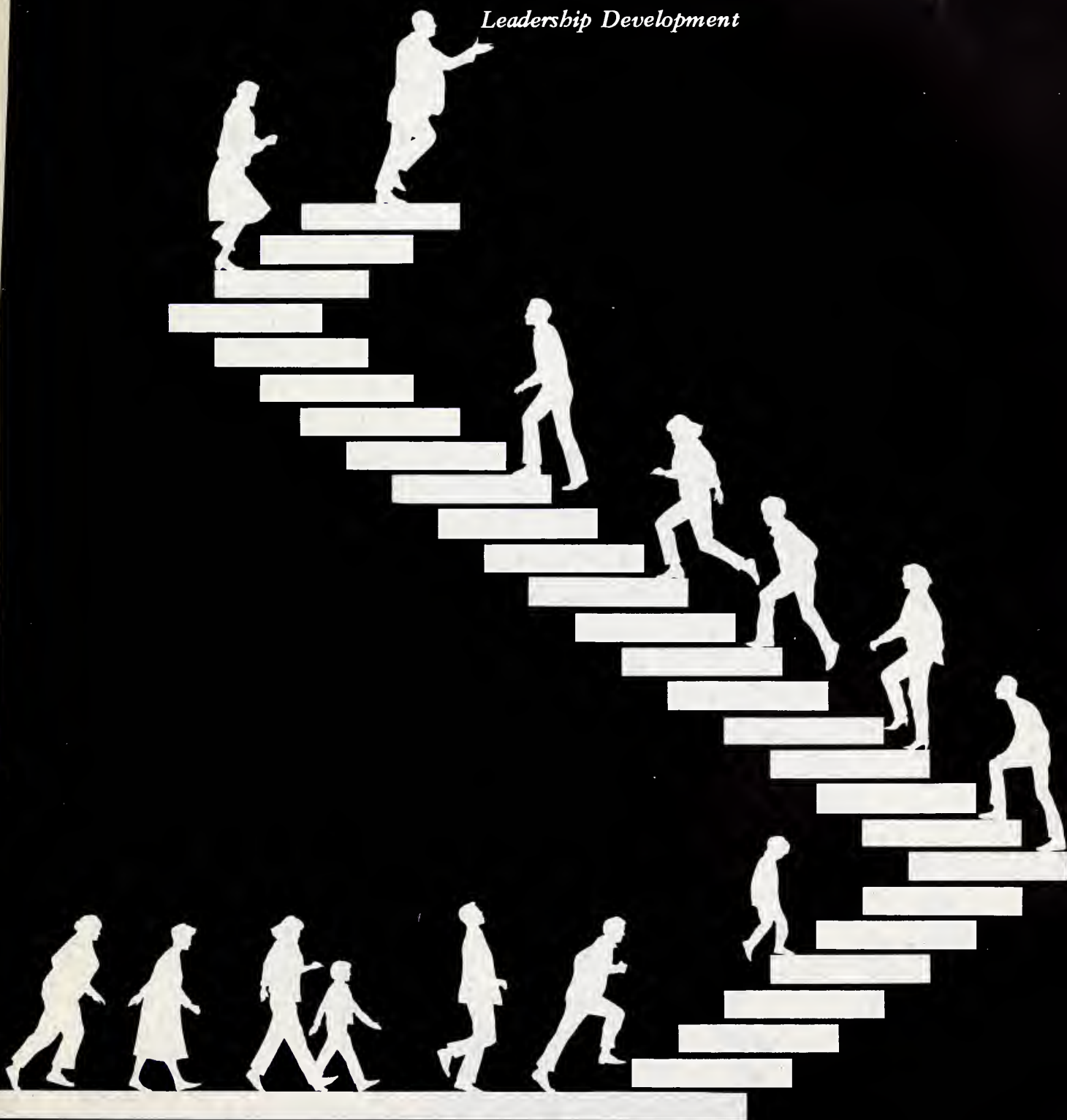


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extension review

United States Department of Agriculture Winter/Spring 1986

Leadership Development



Developing Leaders For America

The continued strength of American agriculture and our Nation depends on a strong, replenishable reservoir of dynamic leaders. Developing the human capital -- the men and women needed to lead communities, organizations, and government at all levels is vital to the future direction of the food and agricultural sciences.

This issue of *Extension Review* magazine documents the significance and place of leadership development in Extension education. Programs such as the Oklahoma Agricultural Leadership Program are teaching and honing these future leaders— preparing them to operate in a global community by expanding their understanding of our Nation's economic, political, cultural, and social system. In Minnesota, a similar program, called "Emerging Leadership" improves leadership skills and encourages participation in the public decisionmaking process.

Leadership development and public policy participation are also important components of Extension volunteer and 4-H youth development education. Leadership development plays a key role in the work and training of the nearly 3 million volunteers involved in delivering Extension programs to every community in America.

Last fall, Eleanor Whittemore, president of the National Extension Homemakers Council and other volunteer leaders from that organization came to Washington, D.C. to introduce the Certified Volunteer Unit (CVU) program to key USDA program leaders and representatives of other national organizations based here in our Nation's capital. Leaders from the Girl Scouts of America, the American Farm Bureau, the National Farmers Union, the American Association of Retired Persons, the National 4-H Council and other volunteer organizations met and learned how the CVU lesson plans could be used to teach and reward volunteers.

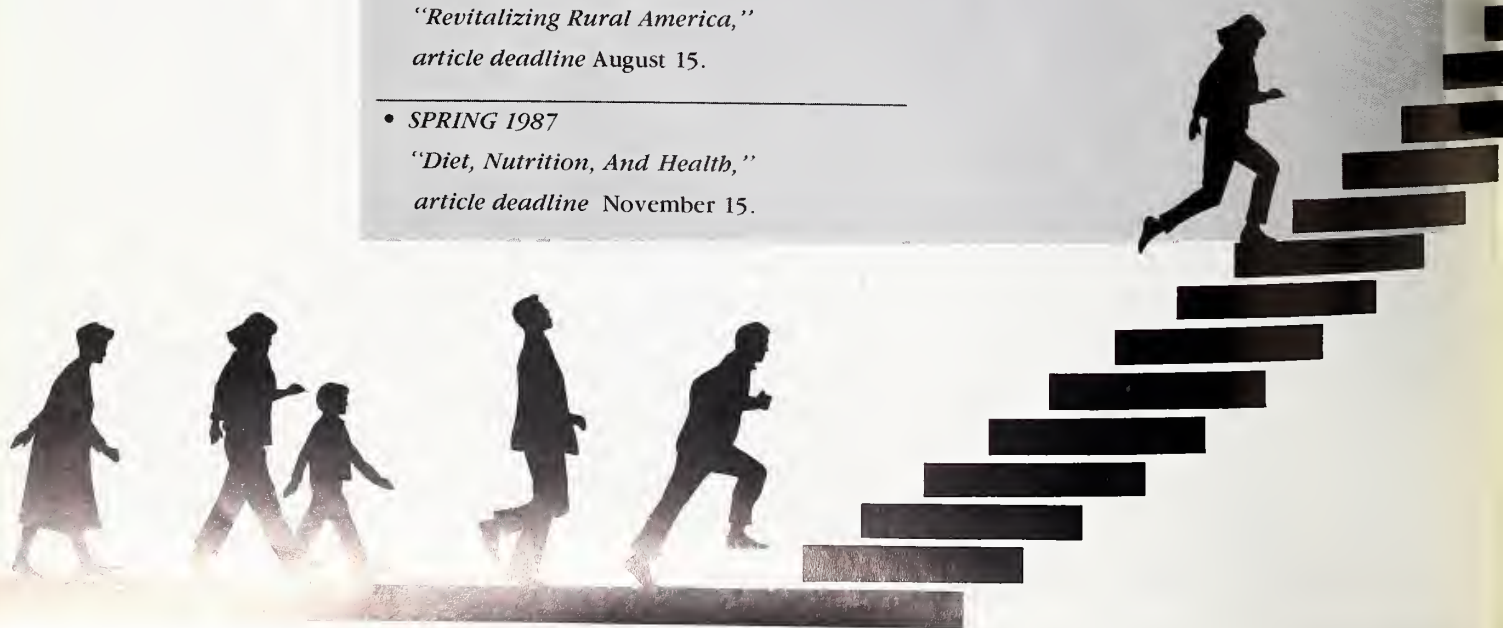
Last month, the Salute to Excellence Program brought 52 outstanding 4-H volunteer leaders to Washington, D.C. for a recognition and training seminar. Participants returned to their states, Puerto Rico and the District of Columbia, equipped with a plan they developed to strengthen 4-H volunteerism back home.

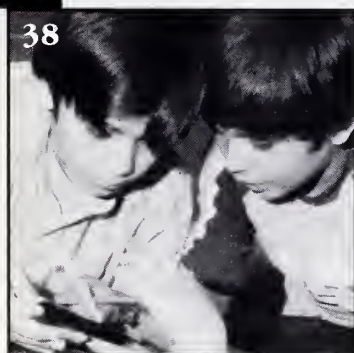
Programs such as these and others highlighted in this issue point to the continued importance and vitality of leadership development to Extension education. Our present success and future growth depends on it. □

Future Issues

Production schedules and focus of future issues of *Extension Review* are listed below:

- **FALL 1986,**
"Change," article deadline May 15.
- **WINTER 1987**
"Revitalizing Rural America,"
article deadline August 15.
- **SPRING 1987**
"Diet, Nutrition, And Health,"
article deadline November 15.





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The *Extension Review*, quarterly publication of the Extension Service is for Extension Educators in county, state and USDA agencies. The Secretary of Agriculture has determined that the publication of this periodical is necessary in the transaction of the public business required by law of the Department. Use of funds for printing this periodical has been approved by the Director of the Office of Management and Budget through September 30, 1985. The Review is issued free by Law to workers engaged in Extension activities. For sale by the Superintendent of Documents, Government Printing Office, Washington, D. C. 20402. Send manuscript inquiries to: The Editor, Extension Service, Room 3428-S, USDA, Washington, D.C. 20250. Telephone (202)447-4651.

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The Rural-Urban Exchange

4 *Extension Review*



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Jimmy Wayne Kinder raises 1,500 head of cattle on his family's 4,000-acre ranch near the Red River in Walter, Oklahoma. For years he has been concerned about cholesterol and wondered how city people feel about the beef they eat.

Last spring, 27-year-old Kinder and more than two dozen other Oklahoma ranchers and farmers

were among the first to participate in an Urban Learning Experience (ULE) in Baltimore, Maryland, and learn about city folks face to face.

Kinder and the others were part of the Oklahoma Agricultural Leadership Program (OALP), an intensive, 2-year project designed to groom young agricultural leaders of the future. As part of the program, the ULE introduced these agricultural business people to their urban customers.

Understanding Urban Problems

"As future agriculture leaders, they must understand urban problems and lifestyles," says William Taggart, OALP director and formerly the director of the Cooperative Extension Service at Oklahoma State University. "The city experience can provide a crucial link between the producer and the consumer that was missing before," Taggart comments.



Opposite: Urban Learning Experience participants from Oklahoma view a model of Baltimore's future revitalization areas during a visit to the Baltimore Economics Development Corporation. Top: At a 4-H greenhouse, Wanda Trent, horticulture agent, describes the methods used by Baltimore 4-H'ers to "grow fish" in an aquaculture pond. Below: The Jessup Wholesale Market impresses Oklabomans with its many species of fish and crustaceans.



Says Vernon Roberts, president of the Baltimore City Cooperative Extension Service Advisory Board which approved the ULE project: "It's important to train leaders and not just let them evolve. They need to know the needs of urban consumers so they can influence legislation in the right direction."

Another benefit was that Baltimoreans were able to dispel their own stereotyped impressions of rural people.

Lucille Gorham, for example, a 4-H volunteer leader and a member of the Extension Advisory Board, says she gained new insight into farmers as college-educated business people as much interested in promoting their products as any white-collar executive.

Opposite top: William Taggart, director, Oklahoma Agricultural Leadership Program (OALP) and representatives of the Oklahoma contingent meet with Baltimore City government officials at city hall. Seated left to right are: Taggart, Nathaniel McFadden, city council, Rochelle Spector, city council, Benjamin Brown, city solicitor, Thomas Wade, OLAP, Tony Genoff, OLAP, J. D. Vaughn II, OLAP, and Stephanie Brown, Baltimore City Extension Director.

Opposite below: Oklahoma visitors learn about the daily operations of the wholesale market at Jessup, Maryland.

At right: Albert Sherard, Baltimore City Master Gardener, proudly shows the Oklahoma visitors his backyard "biological oven."



"I saw pork growers and beef growers debating the nutrition of one meat over another," Gorham recalls. "I saw them as salespersons for their products, rather than people who just send packaged meats for us to buy in the store."

Moreover, says Gorham, women in agriculture aren't the stay-at-home quilters and pie-bakers she once imagined. They are conducting viable businesses in addition to their farms.

City Tour

New impressions like these came from a packed 2½ days which took the Oklahomans from City Hall to a bustling food market. They visited a public school and an urban greenhouse and watched nutrition educators working with clients in individual homes. Business people, bankers, elected officials, ministers, and police officers all helped to round out the urban perspective by describing Baltimore's special concerns.

By touring privately owned rowhouses, the Oklahomans saw for themselves the city's extensive redevelopment efforts. They saw Babe Ruth's birthplace and drove through the city's commercial revitalization areas such as the Inner Harbor.

They also were introduced to the Port Authority, which oversees one of the largest importing operations on the East Coast. Rounding out the city tour, the group browsed through Lexington Market, the nation's oldest indoor market, and rose at 3 a.m. to visit a wholesale food and fish market in Jessup, Maryland.

ULE Results

The result of the Urban Learning Experience? "A refreshing exchange of perspectives," says Stephanie Brown, director of the Baltimore City Extension Service and organizer of the ULE. "We had to remember that

these people from the wide open plains had probably never seen rowhouses or a fish market. The ULE helped give all of us a greater understanding and appreciation of one another's values and culture."

Taggart agrees: "Most of us are terribly ignorant of things we have never experienced."

Introducing rural people to a way of life they had only seen on television was the key to the ULE. For many of the Oklahomans, this was the first time they were exposed to a big city atmosphere, and it was only natural that some of them brought their own notions of city life.

"What surprised me the most was the sense of community, the mix of private and government functions all working together," says Naomi Shanks of Bixby, Oklahoma, who owns a



500-acre grain farm and pick-your-own vegetable tract 30 miles from Tulsa, a city about half the size of Baltimore. "I thought city people just didn't care about each other."

"We pride ourselves in our small town communities and I thought you'd lose that in a big city," rancher Kinder says. "But I saw there was a great effort among the city officials in making Baltimore a better place to live. When their eyes twinkled, you knew they meant it."

In turn, the Baltimoreans learned that farmers and ranchers are as concerned as city people about international trade, the U.S. currency rate abroad, and consumer food-buying trends.

"Years ago, we (farmers) used to just do our jobs and forget about the consumer and the international trade situation,"

says Kinder. "But we're finally starting to wake up and look around."

And now the Oklahoma rancher knows that city folks do appreciate his efforts to cut down on cholesterol by producing leaner beef. They told him, face to face. □

Forging Future Leaders

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William F. Taggart
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Agricultural
Leadership Program
Former Associate
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Oklahoma State
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Oklahoma agriculture is in a state of constant change, and with change comes concern. Farms and ranchers have become a part of the national and international scene. The lack of understanding between the rural sector and urban interests continues to grow. International trade has become a dominant factor in determining the future of Oklahoma agriculture.

These conditions led to the development of the Oklahoma Agricultural Leadership Program (OALP) for young adults actively engaged in farming, ranching, or affiliated agribusinesses. The 2-year program, developed by a state leadership council, is composed of recognized agricultural leaders working in cooperation with the Division of Agriculture at Oklahoma State University.

The Oklahoma Agricultural Leadership Program provides a select group of young adults with the training and experience that will enable them to assume leadership roles in the state of Oklahoma.

The program's objectives for participants include the following:

- Increase awareness of Oklahoma's agricultural industry in relation to local, state, national, and international problems and opportunities;
- Expand understanding of our nation's economic, political, cultural, and social systems, and how they affect agriculture in Oklahoma;
- Broaden perspectives on the major issues affecting agriculture and the American society;
- Increase abilities to analyze and react to the complex problems affecting Oklahoma agriculture and its rural communities; and
- Add to leadership involvement and activities at the local, state, or national level for the benefit of Oklahoma agriculture.

Two-Year Program

Subject matter in the 2-year program includes: leadership development, communications, economics and policy, international trade, institutions and agencies that serve Oklahoma agriculture, family strength, urban understanding, state

and national government, water, energy, and other major issues affecting Oklahoma agriculture.

The intensive study programs involve several seminars held throughout the state, including on-site tours and studies of both agriculturally related and other businesses and industries. These cover procedures and problems in production, marketing, and financing. The curriculum stresses the total economic and social picture. Both developing and developed nations are studied as a part of the overall enrichment process of understanding relationships of the United States with the world. Participants attend an international study seminar on international customs and cultures.

Active Participants

The Oklahoma Agricultural Leadership Program is designed for men and women in the early stages of their leadership careers. Each class consists of 30 participants between 25 and 40 years of age who have been Oklahoma residents for at least 5 years.

Candidates are actively engaged in production agriculture or in a related agribusiness corporation. Production agriculture applicants who are part-time employed off-farm are eligible. Approximately 75 percent of a class of 30 are applicants engaged in production agriculture.

Advisory Council

Thirteen recognized leaders from Oklahoma's agricultural industry, including production agriculture, foundations, agribusinesses and farm organizations, are on the Advisory Council for OALP. The Council establishes the policy under which the program operates. Operationally, an internal advisory council consisting of the dean of agriculture, associate director of Cooperative Extension Service, and department heads in agricultural economics and agricultural education assist the OALP director. Also, university-wide faculty curriculum committee advises the OALP director on curriculum development and seminar program staffing. □

Californians Confront The Challenge

Extension Review 9



James Brenner
4-H Youth Program
Leader, San Francisco/
San Mateo Counties,
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Marta Stuart
4-H Youth Advisor
Santa Clara County
San Jose, California
and
Daniel Desmond
Director and 4-H
Youth Advisor
Sonoma County
Santa Rosa, California



Three California counties are cooperating in a unique team project that combines challenge with adventure to develop leadership and other life skills.

The project is a 4-H Adventure Ropes Course for youth and adults in San Francisco, Sonoma, and Santa Clara counties.

The Ropes Course provides a sequence of exhilarating activi-

ties using cables, logs, platforms, and ropes. A day on the course focuses on the experiences that individuals and groups come to share. These experiences, in turn, focus on a number of life skills most of which are identified as essential leadership traits. Such skills include self-confidence, self-esteem, teamwork, and communications.

The activities and experiences are increasingly difficult and challenging. The day is laced with fun and begins with warm-ups and group trust games. A combination of individual and group activities carried out on ground level starts the process which gradually builds individual and group confidence.

The 4-H Adventure Ropes Course combines challenge and adventure to develop leadership and other life skills. Primarily funded by private sponsors, the course is a Cooperative Extension team project for three Northern Californian counties. The sequence of challenges for youth and adults employs logs, cables, platforms, and ropes to inspire self-confidence and teamwork.



Ground level activities include such group challenges as the "Mohawk Walk" where a group of individuals must move along a piece of stretched aircraft cable using only each other and their collective balance to meet the challenge. Eventually, the group works up to activities performed high above the ground such as balancing on a skinny log 30 feet up in the air or walking across a rope bridge suspended high among the trees (wearing a safety harness).

Team Leaders

Leaders are the key to a successful Ropes Course experience. The leaders are a unique blend of adult professionals and youth. They are volunteers with an interest in human development and "team leadership" in a setting of adventure and challenge.

4-H staff, working with outdoor adventure educators, developed a comprehensive leader development program. Prospective leaders must submit an application and commit to working on the ropes course a minimum of 1 day per month for 1 year.

Leaders pay \$50 for the several weekends of practical training they initially receive. A loose-leaf Ropes Course Handbook complements the "hands-on" training. Completion of the training qualifies individuals to serve as assistant leaders.

After serving an apprenticeship period of several days and demonstrating competence in critical skill areas, individuals are certified as team leaders. Team leaders have overall responsibilities in delivery of the ropes course experience.

Project's Beginning

The project began in San Francisco County over 5 years ago when the National Park Service

issued a special use permit to the University of California to build and operate a course for urban residents. The Golden Gate National Recreation Area (GGNRA) provided a 1-acre grove of Monterey pine and cypress trees along with the support of staff committed to serving inner-city disadvantaged youth.

San Francisco's 4-H Adventure Program provided leadership in organizing local adventure programmers to develop and operate the Fort Miley 4-H Adventure Ropes Course.

Project Expands

News of the success of the Ropes Course soon spread both north and south of San Francisco. In Sonoma County, 50 miles north of San Francisco, a second 4-H Adventure Ropes Course called Challenge Sonoma began operating in the spring of 1985.

The Alum Rock 4-H Adventure Ropes Course located in Santa Clara County on the southern tip of San Francisco Bay began in the summer of 1985.

In Sonoma County many youth agencies had long been interested in an inter-agency project which would be targeted toward youth at risk but which could also be used by the broader community. In 1984, a group of Sonoma individuals familiar with the San Francisco Adventure Ropes Course got together to formulate a proposal.

The diversity of this initial group points to the broad appeal of the Ropes Course. Along with Extension, organizations that were represented included the Sonoma County Office of Education, Hewlett-Packard, Social Advocates for Youth, and the Sonoma County Superior Court.

Alum Rock Adventure in Santa Clara County provides insight into the Ropes Course Program's insight into the Ropes

The 4-H Adventure Ropes Course offers experiences that build group trust as well as increased agility and coordination.





Course Program's ability to generate community interest, enthusiasm, and resources. In 1984, after a year of planning and design work, San Jose's City Council approved an 18-month Land Use Agreement permitting the Adventure Ropes Course to be built in a primitive city park under 4-H direction.

One year earlier, a local foundation provided \$5,000 to support the planning and design phase. During this year, over 25 individuals were involved in the project's advisory committee. They represented "grass roots" community youth agencies, law enforcement agencies, schools, private consultants, and various other agencies.

By the summer of 1985, funds had been raised from a variety of sources including donations from high-tech industry and individual contributions. A dedication ceremony in May 1985 brought over 350 people together to celebrate the opening of the Alum Rock 4-H Adventure Ropes Course.

Positive Results

What has the Ropes Course meant to 4-H programming in these three California counties? First of all, the counties attracted 240 "new" leaders to 4-H programming. These represent a new style of leader

with a new set of skills and a new sense of purpose. Another far-reaching result is the establishment of a formalized team project among the three counties where long-range planning and resource development takes on a regional perspective. In addition, 11,000 participants have been exposed to challenge and adventure experiences which have contributed to their personal growth and leadership abilities. □

The Ropes Course eventually works up to tasks high above the ground. Trained leaders provide supervision and risks are minimized through strict safety measures.



Community Leadership Development—A National Extension Effort

12 Extension Review

W. Robert Lovan
National Program Leader, Leadership Development and Community Decisionmaking Structures, Extension Service, USDA and
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Throughout its history, Cooperative Extension has been committed to developing leadership capacities in the people it serves. In recent decades, this interest has been translated into an increasing variety of educational programs aimed at developing effective public leadership.

Decentralization of public programs continues to place increased decisionmaking responsibilities on local government officials and community leaders. There are approximately 53,993 units of local government in rural areas—cities, counties, schools, townships, and special districts. Over 2 million people are employed as local officials in these units. Over half of these officials are associated with schools while the remainder serve in a range of local service functions. There are 318,000 elected officials of which 40 percent vacate office after one term.

Volunteers represent another enormous Extension group who also reach out in many directions. In 1983, about 2.9 million individuals served as Extension volunteers—one out of every 80 people in the United States. More than one-quarter of these volunteers are affiliated with community-based agencies and organizations outside of Extension.

In a report to Congress, the Comptroller General observed that in 1980 Extension devoted a total of 2,998 staff years (17 percent of total staff years) to "organizational development and maintenance" and "leadership development."

A Continuing Challenge

As a result, community leadership development is expected to be a continuing area of responsibility and challenge to all Extension personnel. There is a need to strengthen the system of disseminating program-related information in support of community leadership without adding new demands on already limited state Extension budgets.

Increased activity in Extension's community leadership development programs created a desire, by those involved in such programs, to find out what others are doing. Out of this need a National Interest Network on Community Leadership Development (CLD) arose.



“
In 1983, about 2.9 million individuals served as Extension volunteers—one out of every 80 people in the United States.”

The original concept was due to the efforts of Les Frazier (retired), Kansas State University Cooperative Extension. The ECOP Subcommittee on Community Resource Development and Public Affairs, the four Regional Rural Development Centers, and the federal ES-USDA partner have teamed up to support the CLD Interest Network.

CLD Interest Network

The primary purpose of the Interest Network is to serve as a catalyst in identifying and nurturing a support system for Extension community leadership efforts: 1. Mechanisms for identifying appropriate people to participate in a community leadership network of communications; 2. methods of giving leadership to a system of sharing information in support of community leadership efforts; and 3. potential support resources for network projects.

Communication Functions

A 1983 survey report highlighted ongoing program content, target audiences, evaluation of leadership programs, perceived needs for materials, and research on leadership. A 1986 CLD reference publication presents information on four major areas:

1. Extension's present CLD programs; 2. Extension initiatives; 3. summary of the CLD research literature and knowledge base; and 4. CLD Directory of Extension and contacts and organizations outside of Extension.

An early outgrowth of the Network is a study of "Research-Extension Linkages for Community Leadership Programs" by Fear and Thullen of Michigan State University. The study introduces a literature-based framework and offers five theoretical approaches to community leadership development. A national meeting, "CLD Networking for a Revitalized Rural America," is planned for Cincinnati, Ohio, on September 9-11, 1986.

Many Extension efforts, regardless of program affiliation or position responsibility, provide training or support to citizens and groups that aid public decisions contributing to the resolution of community problems.

Network Work Group Tasks

Primary network action is through informal "work groups." Identified needs to support community leadership programs include:

- *Sponsored Leadership Programs Outside of Extension*—Utility to Extension of leadership development programs and materials in the private sector, both profit and nonprofit organizations.
- *Innovative Research in Community Leadership for Program Development*—Develop frameworks for models that are effective across all Extension program or subject matter areas to identify research questions and priorities.
- *Models for Achieving Community Leadership Integration Across all Extension Programs*—Examine current efforts that cross Extension program areas and determine best methods for establishing a dialogue for cross-program linkages.
- *Glossary of Leadership Concepts*—Clearly communicate problems and priorities of community leadership to researchers, and program leaders within and outside of Extension.
- *Investigate "Fugitive" Community Leadership Research Programs*—Much research of relevance to community leadership is conducted in different disciplines and therefore is not always identified as community leadership research.
- *Anticipate and Plan for Community Leadership Decisions*—Decisions community leaders make will have both anticipated and unanticipated consequences. Community leaders need to be aware of the socioeconomic and technical impacts of these decisions.
- *Process for National Program and Policy Development*—Local leaders must understand the process by which state and national policies and programs are developed and the implications at the local level.
- *Cross-Cultural Community Leadership Process and Behavior*—Gather information for community leadership development models that have application across divergent cultures and socioeconomic groups. □



New Volunteer Source— Where The Kids Are

14 Extension Review

*Carmen Burrows
Extension Agent 4-H
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Extension in Ramsey County, Minnesota, is reaching a new kind of volunteer leader who can't easily come out to meetings but who spends many hours each week informally teaching children.

The volunteer leaders are child care providers. Since the winter of 1984, about 121 new volunteers and 2,318 children have participated in a 4-H program developed especially for them and managed by just one 4-H assistant.

Child care providers are one of the fastest-growing human services groups in metropolitan areas. As more and more parents work outside their homes, child care providers increasingly are cropping up in many neighborhoods. Some are in franchised, licensed, nationally advertised child care centers; some are young mothers who keep other children so they can stay at home with their own; and some are sponsored by churches, public funding, or community agencies.

All have in common lots of children for lots of hours and a need for high interest, attention-keeping activities for youth!

Due to mushrooming numbers of child care homes, and lack of preparation time and educational linkage for some providers, there is little contact with in-service education in child development theory or in learning activities. Informal curriculum, except in very creative child care

homes, is scarce. And those who have an educational program are anxious for new ideas.

Pilot Program

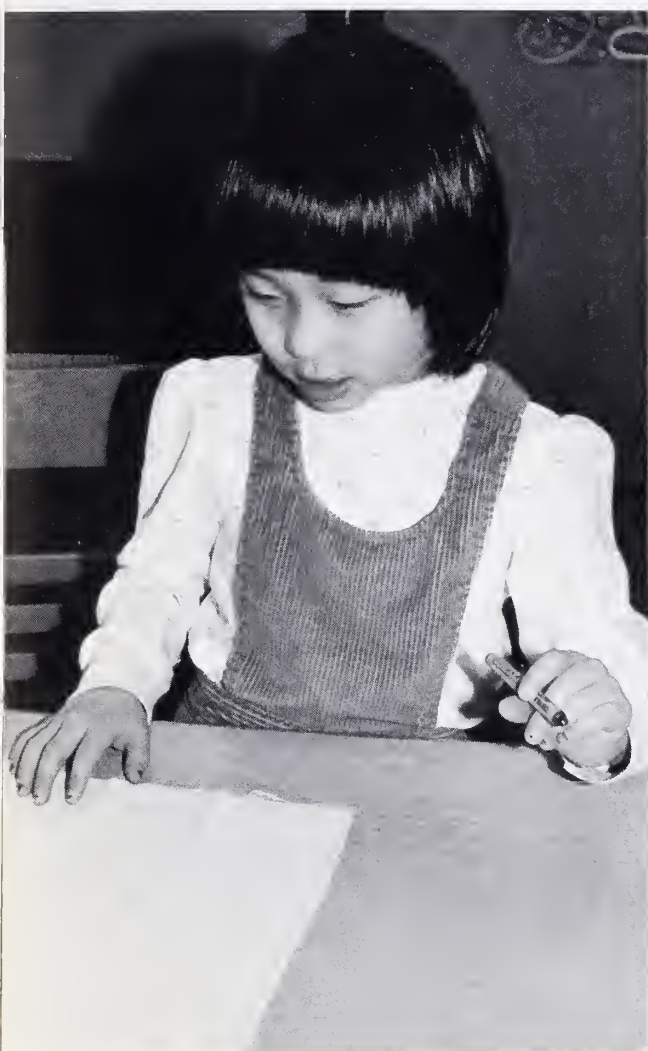
Based on this knowledge, and previous experience in conducting activities with pre- and after-school children, 4-H Agent Carmen Burrows and former 4-H Community Program Assistant Diana Neumann piloted a correspondence series with licensed providers in child care homes and centers.

Knowing that food is one of the highest-interest areas for 3- to 10-year-olds, and that some children have two meals and two snacks at their "home away from home," Burrows and Neumann focused on a six-part series on nutritious snacks.

Each segment began with a very specific outline for volunteer teacher-leaders who would perhaps not ever talk to an Extension staff member, although many called for clarification and extra materials.

Segments included nutrition background information, fitness exercises, cultural foods, food preparation activities, vocabulary, riddles, creative art and writing activities, and discussion questions.

Initially, 4-H staff sent child care providers an introductory letter, a sample lesson, an explanation of the series, and an enrollment form for all the necessary demographic data on the young participants. To receive the series, the child care leaders returned the enrollment forms to the 4-H Community Program Assistant. She, in turn,



mailed a packet to each leader every 2 weeks. At the end of the series, the children who participated received 4-H certificates. Volunteer leaders were asked to complete an evaluation form.

Scope Increased

The second series, called "Exploring 4-H," included a variety of 4-H "project" activities: use of small appliances; beginning consumer awareness; natural science; creative arts, drama, and writing; and nutritious snacks.

For fall 1985, the series covered first aid and safety. A 4-H volunteer leader and community program assistant in Hennepin County, Minnesota, developed the series.

Hennepin County staff also revised Ramsey County's nutrition series and started a correspondence series for about 1,000 youth in child care there.

Positive Feedback

The initial response to the packets has been positive. Evaluation comments on the "Exploring 4-H" series indicated: The majority of those responding used 50 to 100 percent of the materials. Art ideas and games rated most helpful; science experiments were second; recipes received mixed ratings. Most of the respondents liked the 4-H certificates available for their youth and expressed a wish for similar materials in this format.

Many of the goals have been met:

- To enhance the quality of learning activities offered by child care providers;
- To increase 4-H visibility among metropolitan families whose children attend child care programs;
- To recruit new volunteers who may begin as special interest (correspondence series) 4-H leaders, but who may continue by establishing 4-H clubs and drawing parents into parent-child interaction projects; and
- To invite child care groups to participate in county 4-H events.

Implications For The Future

In future series 4-H staff hope to use radio, computer software, and cable TV to further enrich the printed material. These offer more ways of stretching fewer Extension staff to more volunteers who have high-intensity, high-impact time with youth and close touch with families. □

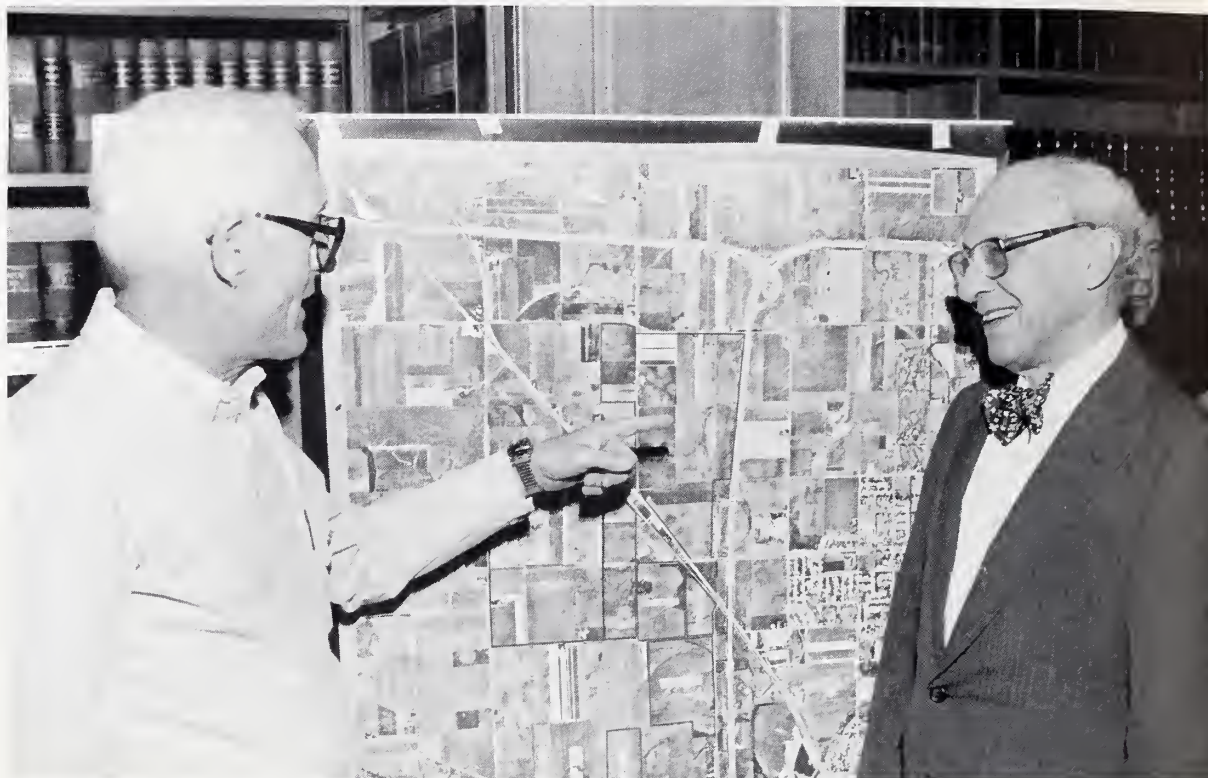


Opposite: Extension in Ramsey County, Minnesota is reaching volunteer leaders in the human services group known as child care providers. Diana Neumann, left, director of the Falcon Heights Extended Day Care Center, discusses a quilt square project with a youth. Top left: Neumann provides guidance for a youth activity. Below: Tascha Senrich begins a 4-H enrichment activity at the Falcon Heights Extended Day Care Center. Top right: Neumann helps thoughtful Mike Peterson create a Fourth of July design.

Allerton Park—Training Ground For Emerging Leaders

16 *Extension Review*

*Robert Sampson
Visiting
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Specialist, Cooperative
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They came from 12 states, from communities as diverse as Spokane, Washington; Philadelphia, Pennsylvania; and Humboldt, Iowa. Among them were lawyers, bankers, chamber of commerce executives, and local government officials.

For 5 days, they spent 14 hours daily in a beautiful but isolated rural Illinois conference center, attending classes from early morning to late evening, all in pursuit of economic development.

These men and women are an emerging leadership resource in their communities. As one speaker told them, "In your town, you are economic development."

They were at the conference to develop new skills and sharpen recently acquired ones.

Since 1970, the University of Illinois Cooperative Extension Service, in conjunction with the university's Department of Geography and the Mid-America Economic Development Council, has sponsored a Basic Economic Development Course at Allerton Park, a university-owned park and conference center located about 20 miles from the Urbana-Champaign campus.

Part Of Four-Year Program

"This is one of 12 basic courses held throughout the year around the country for beginning professionals," explains John Quinn, Extension area advisor at the University of Illinois, who helped to organize the first conference and the others that have followed. "It's part of a 4-year program of professional education for those in the economic development field that eventually leads to professional certification as an

economic development specialist through the American Economic Development Council."

Included in the 30-plus hours of instruction at the course, held October 1985, were classes in industrial site selection, financing, law, economic geography, community planning, computers, and retention and expansion of existing industry.

The 20 instructors for the course were national experts in the field—people like Robert Cassell, executive director of the Southern Industrial Development Council of Atlanta, Georgia.

"This whole business has changed dramatically for the better since I got into it 40 years ago," says Cassell. "When I got into the business there weren't any conferences or books or magazines from which to draw ideas. You went to meetings and looked for old grayheads and tried to pick their brains."

Now, people are "picking" Cassell's brain. He is a self-described generalist in a field that has become increasingly specialized with experts in financial structuring, locating funding sources, putting together financial packages, and the like. "The whole business has become so sophisticated that courses like this are mandatory," he says.

Allerton Course's Beginnings

When Quinn got together with the late Howard Roepke of the University of Illinois' Department of Geography in the late 1960s to hatch the idea for the Allerton course, economic development was still a field in its infancy.

"In fact, it was still known as industrial development," remarks Quinn. "But Howard was

already very active in conducting studies and working with national leaders. He was operating a similar program for an area utility."

Quinn was conducting a series of unrelated seminars for Cooperative Extension at Allerton and was sold on the rural setting's advantages for learning. He soon caught Roepke's enthusiasm for economic development training and the men organized the first basic course in 1970.

Steadily, the course grew and became known as a training ground for leaders. Word of mouth has triggered interest that has, in turn, forced expansion. Also helping is the steady progress of early attendees, people like Richard D. Durkin, regional administrator

for the U.S. Small Business Administration in Chicago, who was a student and now is an instructor.

Environment Enhances Learning

One key to the success of the Illinois course, Quinn says, is the Allerton Park environment. Commuting by students is discouraged. At Allerton House, a Georgian-style mansion that once served as a millionaire's home, the participants spend nearly every waking hour together.

"That's the basic reason we go back to Allerton every year," says Quinn. "We believe the after-class discussions are very important. The students learn very quickly and establish professional relationships that prove invaluable down the

Opposite: The Basic Economic Development Course at Allerton Park, a conference center near the University of Illinois, is a focal point for emerging community leaders. Conducting an Allerton Park seminar are John Quinn (left), Extension area advisor, University of Illinois, an organizer of the economic development training course, and Robert Cassell, instructor, and director of the Southern Industrial Development Council, Atlanta, Georgia. Left: Over-view of a seminar in session at Allerton. Initiated in 1970, the course has a national reputation as a training ground for community leaders.





pike." Networking also provides the opportunity to share approaches and problems.

"That's one of the reasons I attend," says William Davenport, coordinator of economic development for the Minnesota Chippewa Indian Tribe. "I like to go to these meetings to get new ideas."

Davenport is in charge of economic development for six Indian reservations, including one with a 65 percent unemployment rate.

While Davenport represents 45,000 people afflicted with a variety of tough economic problems, Lenna Rowe has the enviable task of representing Clinton, Illinois, a town of 8,000 with a soon-to-be-completed nuclear power plant and located only a few miles away from a new Mitsubishi auto plant site.

A local bank and a savings and loan association chipped in to send her to the course. "We have so many things to offer in Clinton, now we need to implement a strategy," Rowe says. "We need to know how to attract industry and business. We can't sit back and wait for it to come to us."

Similar Goal Shared

Facing a different set of problems but sharing a similar goal is Paul McNamara, who came to the course from Cahokia, Illinois, a community of about 15,000 located across the Mississippi River from St. Louis.

"The classes serve to fill in some of the gaps in my professional training," says McNamara, who is planner-risk manager-economic developer for the Village of Cahokia.

McNamara's challenges are the ones faced by his peers in the Northeast-Midwest region—declining industrial base and un-

employment—aggravated by local conditions, such as Mississippi River flooding and the perception of environmental problems.

"Already, the speakers have jogged my memory and got me thinking in new directions," he says after the first day of classes.

And the Allerton Park atmosphere is working, too, just like Quinn promised.

"I think one of the big advantages is meeting other people in the same field," says McNamara. "You begin to learn that you're not in this boat by yourself. Everybody's got the same problems." □



"When you find a Twin Cities attorney and a farmer discussing an issue, there are new perspectives!"

That was one of the strengths of the Minnesota Emerging Leadership Program, says Richard Byrne, program director and Northwest district Extension director. Although this 2-year program, one of several dealing with emerging leadership in Minnesota, was completed in 1985, the 30 participants hope it can be continued for a new group.

The program's objectives were to enable young Minnesota leaders to improve their skills dealing with community problems and enhance their participation in the public decisionmaking process.

Attendance By Governors

Over the past 2 years, three former Minnesota governors spoke before the group. Some of the topics at a meeting in Morris, Minnesota, indicate the breadth of discussion: Theories of Leadership;

Main Street Project; Minnesota's Role in the International Market Place; Japanese Trade and Trade Deficit; Hunger and Poverty; Foreign Culture; and Communications.

"Ours had an equal number of rural and urban participants—that means diversity and learning," Byrne says.

Byrne had served on the program's curriculum development committee before accepting the director's position in March 1985 from Tom Halbach who is now serving as ES-USDA national program leader for environmental quality with Natural Resources and Rural Development in Washington, D.C.

Only those who showed potential for leadership on a city council or a county commission were strong candidates for the program. Local Extension offices helped select individuals representative of interests in each of the four program areas. A few Extension agents and program assistants were numbered among the 30 participants.

Mary Kay O'Hearn
Extension
Communication
Specialist,
Communications
Resources, University
of Minnesota, St. Paul

Roger Moe (right), state senate
majority leader, meets with
members of the Red River
Valley Emerging Leadership
Program on their visit to the
Minnesota state capitol.

Left: Richard Anderson (right), director, Southern Experiment Station, Waseca, Minnesota, conducts a station tour for participants in the Minnesota Emerging Leadership Program. Opposite: The Leadership group picks their way through a cornfield on their tour of the Southern Experiment Station.

Photographs courtesy of Don Breneman, Extension Communications, University of Minnesota.



Wide Range of Opinions

One of the participants, Bruce Battaglia, took time off from his job as a business administrator at Honeywell, and then worked weekends to make up the time missed. "It's a well-organized program and we were exposed to a wide range of issues and opinions," Battaglia says.

Another participant, Sherry Dessonville, a dairy farmer near Madison, learned during her 2-year participation that a leader helps to develop new leaders. "I recently made a tough decision to step down from a leadership role I really enjoyed," she says. "Yet I quickly found someone willing to help when asked."

That's the upside of the program—the enthusiasm generated as rural and urban citizens from all over the state learned from each other while working together to enhance their leadership skills.

Halbach, who retains his interest in the program, considers it "one of the most innovative and intense programs I know about."

Each participant contributed \$500 a year toward the program or received a scholarship. Although job transfers caused a few dropouts, most of those who started the program completed it.

Singular Experience

"It's the kind of educational experience these people can't get elsewhere," says Patrick Borich, Minnesota Extension director. "My desire is to continue it."

Because funding is a problem, Borich is exploring participation from other areas of the university.

One spinoff from this statewide program—the Red River Valley Emerging Leadership Program—met from January to November in 1985 with 32 participants from 14 counties in northwestern Minnesota.

The program, coordinated by Barbara (Klixbull) Muesing, an Extension district director, was developed to recognize potential leaders from the area.

Participants cited their businesses, communities, organizations, and governmental groups as places likely for them to have the most influence as they developed six areas of leadership skills: motivating others and gaining cooperation and involvement; acquiring communication and public speak-

ing skills; identifying problems; effecting change and formulating ideas; building self-confidence; and maintaining a positive attitude.

Network Developed

"The participants not only learned about leadership and issues facing the valley, but also developed a real network among themselves which I believe will have lasting value," Muesing comments.

A three-part series program, called "Women and Government in 1985," encouraged women to become involved in politics. Minnesota Lieutenant Governor Marlene Johnson was a guest speaker on one of the programs. Vickie Paurus and Sharon Torbenson, Extension agents in East Otter Tail and Becker counties, respectively, initiated the program.

Identifying Leaders

All 60 Extension agents in northeastern Minnesota attended a mandatory course called Social Action Process Training in the winter of 1984-85 which helped them identify leaders in their communities. Robert Sopoci, the only Extension worker in Cook County, developed a reputational power study by interviewing knowledgeable in the community for a consensus on who the power actors are in the county.

Sopoci believes the study needs updating every 2 years to remain current since leadership roles move around.

Some emerging leadership training is in store for some 30 agricultural program agents and specialists in an internal leadership program to promote proactive rather than reactive roles as agricultural leaders, comments Gerald Miller, assistant director for agriculture.

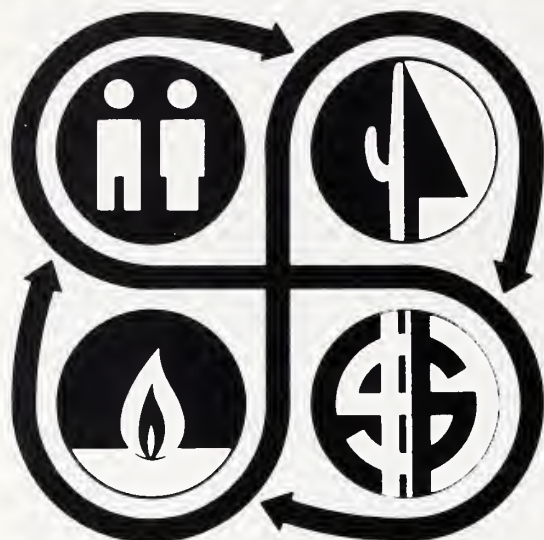
"Business people and former county agents have indicated that agents and specialists need this training so that more people are recognized as leaders in agriculture," says Miller. □



Let A Contract Be Your Guide

22 Extension Review

Arlen Etling
Extension Rural
Development Area
Agent, Cottonwood,
Arizona



- Charles Eckman helped organize the Verde Valley Water Users Association in Arizona which assisted irrigators filing for their water rights. Potential savings to irrigators: \$140 million.
- Alan Kessler initiated the organization of an Arizona Chapter of the Center for Holistic Resource Management, an organization devoted to improved range management. Thirty ranchers attended the first meeting and all left supporting the new Chapter.
- Norman Fish worked with local government to plan a Town Hall meeting for his rural community. The Town Hall meeting, which successfully helped residents to identify local problems and their possible solutions, was so successful that it may become an annual event.

What do these individuals have in common? All are receiving leadership training through CENTRL (Center For Rural Leadership), a statewide training program organized by the University of Arizona and agricultural organizations with a grant from the Kellogg Foundation. All are required to plan an "internship," a community service project where they can apply their leadership training. These internships are guided by "learning contracts."

Learning Contracts

Not a recent innovation, a learning contract is simply a contract you make with yourself or someone else to learn specific skills or knowledge. Included are learning objectives and a procedure for accomplishing the objectives within a deadline.

Advantages are many. A learning contract is learner-centered so that the learner chooses the content and method, initiates the process, and sets the pace. If teachers or supervisors are involved, they must sign the contract to indicate that they understand and approve.

A written contract helps learners think through the procedure, anticipate problems, and avoid costly mistakes. It also helps identify resources needed to complete the contract. A final advantage is that evaluation is built in.

Successful Applications

Learning contracts were popular in high schools during the educational experimentation of the late 1960's. Since 1968, the University of Massachusetts' School of Education, widely recognized for innovation in education, has used learning contracts to guide individualized graduate study programs.

At the University of Arizona, graduate students and undergraduates in the Extension education curriculum have used learning contracts to develop needed competencies.

4-H also uses a learning contract for older members who wish to enroll in a project for which there is no project leader. A "self-determined project contract" is required.



CENTRL Internships

None of the learning contracts mentioned above, however, leads to the tangible results associated with the CENTRL internships. The contract form asks for four kinds of information: The general goal; specific objectives which will fulfill the goal; a procedure for each objective; and a place for all involved to sign off.

Rural development agents are available to help write the contracts and to advise the learners when they encounter problems.

Initial Reluctance

At first, CENTRL trainees were hesitant to try an internship. In 1983, the first class of 30 selected trainees started the two-year curriculum and met 12 times for concentrated weekend sessions.

Rural development agents who helped organize the CENTRL curriculum did not insist all trainees plan an internship using the learning contract form. Internships were suggested as an opportunity not as a requirement.

Confidence Builds Success

Attitudes changed, however, as the more adventurous trainees tried the internship and convinced colleagues to try the experience. The rural development agents gained confidence also, and began to promote the idea more aggressively.

A third of Class II, early in their second year of CENTRL, have already completed their internships. Now many trainees feel the internship is the most valuable part of their CENTRL leadership training. Learning contracts are the key to a successful internship. □



PEOPLE



ENVIRONMENT



SERVICES



ECONOMY

SELF-DETERMINED PROJECT CONTRACT

I, _____, hereby agree to have reached the following measurable objectives:

In the following manner (general):

on or before _____, 19____, to fulfill the obligations which I have established for myself as my self-determined project with the subject:

Submitted to the _____ County 4-H Office on _____ by _____, 19____.

File one copy with 4-H Office at beginning of project and retain one copy.

Good Health For Mothers And Babies

24 Extension Review

Sandy Stegall
Extension
Communications
Officer, University of
Missouri, Columbia



Peggy Kelly, a young mother from Alton, Missouri, has two children, ages 5 and 3, and another is on the way. This summer she attended an informational workshop in her friend's home. Part of the discussion led by an Extension Master Volunteer (EMV) centered around nutrition for mothers and infants.

Kelly and other women gained new insight into the dietary changes and added nutritional requirements necessary during pregnancy.

Kelly's friend, Rebecca Mock, also attended the week-long sessions. She has a 1-year-old and is expecting a baby in April. After hearing a friend tell about her child ingesting a large number of vitamin-with-iron tablets Mock placed them in a locked

medicine cabinet and—as another precaution—keeps the number of the nearest poison control center near the phone.

Kelly and Mock are among a number of pregnant and lactating women and women planning pregnancy who have received valuable information about nutrition and health through workshops around the state.

Extension-trained Master Volunteers teach the sessions which cover nutrition during pregnancy, health concerns during pregnancy, breastfeeding, infant nutrition, early childhood health, and common health problems.

The project—called Extension Master Volunteers: Healthy Mothers/Healthy Babies—began in 1983 when Extension Service, USDA, staff asked Gail Imig, University of Missouri program director of home economics Extension, to develop training materials to use in delivering educational programs in maternal and child health.

Imig involved three University of Missouri-Columbia Extension staff members who wrote a funding proposal. In the spring of 1984, the March of Dimes granted \$10,000 to the project, the National Extension Homemakers Council granted \$5,000, and Extension Service, USDA, made an additional \$10,000 available.

Lyn Konstant, state food and nutrition specialist; Barry Kling, state specialist for health education; and Chloe Padgitt, coordinator of the Master Volunteers Program, wrote a trainer's manual and a volunteer instructor's guide.

The newly developed materials were pilot-tested in three sites with four Missouri area Extension food and nutrition specialists organizing the events.

Need For Education

The need for a maternal and child health education program in the United States is seen in the maternal and infant mortality rates. Although the United States ranks 17th or 18th among nations in infant mortality, "There are pockets of infant mortality in this country that are as bad as anywhere in the world," Kling says. The United States is the only Western industrialized country without a national policy providing adequate prenatal care to all women, Kling says. "Thousands of maternal and infant deaths and illnesses occurring in this country each year are preventable."

Volunteer Instructors

The program relies on volunteers in a community to do the health teaching. A volunteer may be a mother already involved with such groups as Extension homemaker councils, LaLeche League, city health or hospital employees, church workers, or the YWCA.

Volunteers are carefully screened and oriented and are provided with the materials they will need to work with class participants.

The trainer's guide offers information on recruiting an audience, screening and selecting appropriate volunteers, and promoting and evaluating the program. Trainers are urged to model appropriate teaching behavior by teaching the lessons in exactly the way they want the volunteers to teach.

Research-Based Curriculum

Sharon Gann, H.O.S.T. area food and nutrition specialist in Houston, Missouri, appreciates the research base of the Healthy Mothers/Healthy Babies curriculum.

"The materials are based on fact; it's not just somebody sitting down and writing their viewpoints," she says.

Kling says a research base is something a university-sponsored program can provide that many other organizations cannot. The Healthy Mothers/Healthy Babies materials are based not only on epidemiological information about the risks of infant and maternal health problems, but also on proven successful educational methods.

Although the materials are research-based, they are written in simple, direct language applicable to nearly any group. In addition, the trainer's guide includes a section on adapting the information to high-risk, low-income groups.

National Thrust

Recently the Healthy Mothers/Healthy Babies curriculum has taken on a national thrust. The March of Dimes granted the University of Missouri Extension \$15,000 for national distribution.

In September, the team of Kling, Konstant, and Padgitt trained 33 people at the National Extension Homemakers Council meeting in Estes Park, Colorado. Later in the month, 35 registrants from 27 states attending the National Association of Extension Home Economists annual meeting were trained in San Diego, California.

The team plans to work with other national groups to obtain broader dissemination of the materials. "The need is so great," says Padgitt. "It's frightening to see what poor health certain segments of our population are in when it comes to pregnant mothers and nursing babies."

Now through Extension Master Volunteers: Healthy Mothers/Healthy Babies, members of the public who care can make a real difference in young lives.

Excerpted from *Exclaimer*, a publication of the Cooperative Extension Service, University of Missouri and Lincoln University. □



Educational Leadership: The Decade Ahead

26 Extension Review

David W. Dik
Assistant Director,
Extension Field
Operations, Cornell
Cooperative Extension,
Ithaca, New York

In the decade ahead, the leadership required for Cooperative Extension must differ greatly from the patterns of the past. A wide gap still exists between the concept of new leadership styles and actual practice.

Changes in leadership have not kept pace with the shift from the labor and capital intensive society/economy to the information intensive mode. Surely most educational enterprises, including Cooperative Extension, cannot be exempt from these transformational forces.

Already many contemporary writers have sounded the alarm about the need to change. Blanchard, *The One Minute Manager*; Naisbitt, *Megatrends and Re-inventing The Corporation*; Drucker, *Innovation and Entrepreneurship*; Toffler, *The Adaptive Corporation*, and many others, have been in the lead identifying some of the transitions taking place. The principles of leadership in these books apply to most organizations and institutions and they can be adapted and applied to Cooperative Extension as well.

The Need For A Change

As a society, we find ourselves on the threshold of a change in technological conditions that will affect human organizations and corresponding leadership more than has ever been the case in human history.

Technology has, in large measure, been responsible for these shifts in society. Peter Drucker in his recent book, *Innovation and Entrepreneurship*, was emphatic about the changes taking place. "We are indeed in the early stages of a major technological transformation," he writes, "one that is far more sweeping than the most ecstatic of the 'Futurologists' yet realize, greater than *Megatrends* or *Future Shock*. Three hundred years of technology came to an end after World War II."

The Cooperative Extension System is involved in this change and has, in fact, sometimes created it.

Today's Extension leaders and staff often find themselves dealing with the three "waves" of influence, the Agricultural Age, the Industrial Age, and the Information Age, simultaneously.

Barriers To Overcome

Many educational organizations desire to change and adapt, but face built-in barriers to this adaptation.

Some of these barriers are:

- organizational structure paralyzes leadership and change is slow or nonexistent;
- staff pride and self-esteem often embody conformity;
- perpetuation of existing structure necessary for enhancing self-worth of organization leaders; and
- most leaders focus on maintenance and preservation of the organization, especially in times of crises.

John D. Rockefeller, III, related to this inherent condition with words that have direct application to Cooperative Extension: "An organization is a system with a logic of its own, and all the weight of tradition and inertia. The deck is stacked in favor of the tried and proven way of doing things and against taking risks and striking out in new directions." One could rightly question tinkering with success. But in the current environment of competition, to overlook the effects of the major forces impacting on Cooperative Extension invites trouble.

Key Elements

New and innovative leadership styles are necessary to meet new educational opportunities and clientele facing the Cooperative Extension System. Gordon Lippitt offers some sound advice on the subject.

Leadership more in tune with today's organization and staff needs will enhance the organization, according to Lippitt, by: Seeing the organization as a system designed to release human energy rather than control human energy; helping people through leadership to establish individual targets and to achieve them; realizing that organizations, like individuals, pass through levels of maturity, and often maintain the status quo when they should be growing toward mastery of change; and helping the overall organization set targets and objectives particularly as they relate to developing human resources.

Specific actions by Cooperative Extension leaders in response to operating in the socio-technological, multiple revolutions of society could include:

Eliminating maintenance management in favor of leadership with vision; viewing change as inevitable and as a situation filled with *unlimited opportunities* for *positive responses* rather than a threat; fostering an internal organizational environment that encourages creativity and

honest communications; projecting a mission statement that is clearly and often communicated; encouraging an orientation toward quality of programs, service, and caring; developing the ability to think in a non-linear fashion with non-linear skills; and furthering the ability to reconceptualize programs before crisis is at the doorstep. All of these steps require an ongoing commitment to planning, communication, and new organizational structures.

Need To Unlearn

Organizations often have difficulty making the shift to a new type of leadership. Leaders must have the courage to work out the specific intentions of the Cooperative Extension System and allow, at the same time, every staff member to hold his or her visions as also being of value. To move ahead, we need leadership that will demand that we unlearn in order that we may relearn and function appropriately in the Information Age.

To break from the past, each leader must come to the realization that he or she unknowingly and knowingly sets the climate of the Cooperative Extension organization.

Leadership that allows a questioning spirit and an awakened attitude will go a long way to helping the cause. Leaders who bring a vision to an organization establish an environment that underlies creative action. True leaders will empower staff, helping them to gain commitment to a vision, and, in the process, convey a sense of excitement, promise, and hope. These visions define not what the organization is but rather what it seeks to be.

Across the Nation, states are beginning to incorporate some of these new management and leadership trends into program development and evaluation. Marketing principles and strategic planning are part of this transition. Electronic technology is another. The decade ahead can be frustrating or challenging for Cooperative Extension—the choice is ours. □

Editor's note: David Dik is currently serving a one-year IPA assignment as Program Leader for Electronic Technology, Extension Service, USDA. This article is excerpted from a presentation made by Dik at the Northeast Regional Administration Workshop in October 1985. Copies of "Society, Technology And The Land Grant System" are available from him; write to: David Dik, Information and Communications Staff, Rm. 3436-S, South Bldg., Extension Service, USDA, Washington, D.C. 20250.



The Dynamics Of Leadership Development

28 Extension Review

Leslie Johnson
Associate Editor, ANR
Information Services,
Michigan State
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Individual leadership development is a cornerstone of Michigan's Extension programs. Both formal and informal opportunities for individuals to develop and hone leadership skills are built into 4-H, home economics, agriculture/marketing, and natural resources/public policy programs.

Michigan's commitment to leadership development extends to leaders and potential leaders in a wide range of community groups and organizations. For the past 20 years, a number of leadership development efforts have focused on helping citizens increase their skills and know-how so they can play more active roles in the decisionmaking processes that affect their communities, organizations, professions, and lives.

Premier Program

The premier formal leadership development program began in 1965. It grew out of an awareness of the growing complexity of agriculture in the United States and of the need for farmers and rural leaders to become more knowledgeable about public policy issues.

The Kellogg Farmers' Study Program was developed in the Michigan State University (MSU) Department of Agricultural Economics as a public affairs project of the Cooperative Extension. A 5-year Kellogg Foundation grant provided for three groups of 30 participants each, with each group lasting for 3 years. A second grant in 1968 funded two additional groups and extended the life of the program through 1972.

The program helped participants gain a better understanding of the economic, political, and social framework of American society and apply this understanding to the complex problems and unique concerns of agriculture and rural communities.

The ultimate goal was to develop a nucleus of effective spokespersons for agriculture in Michigan. A secondary aim was to create and test a model leadership development program that could be used to identify and develop potential leaders in other sectors.

The 150 young farmers who took part in the program formed a pool of skilled and committed leaders and advisors for farm organizations, local service groups, government agencies, and rural communities in Michigan and elsewhere.

In-depth Training

The Michigan Agricultural Leadership Program (MALP) succeeded the Kellogg Farmers' Study Program. Initiated in 1981, MALP provides in-depth leadership development experiences to expand the pool of rural persons able to play leadership roles in agriculture and in the rural communities of Michigan.

Both classroom and travel experiences help participants increase their understanding of themselves and others; increase their understanding of the social, economic, and political systems that have an impact on them; and learn how to work with these systems to analyze and solve problems that face agriculture and rural communities.

Men and women, some farmers and some agribusinesspersons, take part in this 2-year program.

Non-Agricultural Groups Included

With the series of New Horizons programs that began in 1969, Extension expanded its leadership development efforts to groups outside agriculture. Between 1969 and 1975, more than 200 men and women in 22 counties took part in programs designed to help them better understand the economic, political, and social framework of their communities; identify and study local issues; and develop communication and problem-solving skills.

New Horizons programs initially ran for 3 years. Relatively high attrition led to a new model—2- and later 1-year programs on a single-county rather than multi-county scope, with local county Extension staff carrying out more of the planning and program coordination.

New Horizons programs eventually evolved into Expanding Horizons. With guidelines from campus specialists in MSU's Department of Resource Development, local county staff members planned and carried out local leadership development programs for selected groups.

Campus support for local program developers and considerable flexibility in program format and content made it possible to tailor programs to the needs of local participants.

Like New Horizons, the Expanding Horizons programs sought to help citizens become better able to take part in community decisionmaking by increasing their knowledge and skills. Participants were generally 25 to 45 years old, had demonstrated some leadership potential, and were interested in improving their communities and willing to get involved.

Localized Programs

Programs were highly localized to meet local situations and participants' needs. In Ionia County, for example, a 2-year program emphasized personal and community change and how such change affects community decisionmaking. Two-year programs in Leelanau and Grand Traverse counties helped young fruit growers improve leadership in that key industry. A 1-year program in Muskegon County aimed at urban, primarily minority group neighborhood leaders emphasized development of individual skills and motivation.

The ultimate goal was to improve management efficiency in community programs. Some 1-year programs targeted special audiences, such as Hispanic community leaders.

Other comprehensive leadership development programs designed to meet the special needs of various groups or industries have served native Americans, women, the tourism industry in northern Michigan, and the forestry industry.

In early 1985 the Leadership Dynamics Program in Forestry began in recognition of the key role of forestry in Michigan's economic recovery and development. Patterned after MALP, the 2½-year program is designed to broaden participants' knowledge of public issues that affect the forestry industry at the local, state, national, and international levels.

The program's goal is to produce industry leaders who see the potential for economic growth, sensible and innovative long-term management, and higher profits for forest industries.

Positive Evaluation

Evaluations of Michigan's programs consistently reveal participants' satisfaction and substantial improvements in self-confidence, skills, knowledge of issues, and ways to participate in decisionmaking on the local, state, and even national levels.

Time after time, participants credit their involvement in Extension leadership development programs as the push they needed to get involved or to expand their role in community affairs and organizations. □

BELTS For Traffic Safety

More people are wearing auto safety belts and using their child passenger seats correctly because of a community educational program called BELTS (Belts Ensure Lifetime Safety) being conducted by National Extension Homemakers Council, Inc. (NEHC). The program is funded by the National Highway Traffic Safety Administration (NHTSA), Department of Transportation.

In early 1985, when an additional grant was funded by NHTSA, NEHC sought proposals from states with a new stipulation that proposals be jointly developed and implemented by a state Extension homemaker safety chair and a

state Extension specialist in concert with the governor's highway safety representative.

Nine states were awarded grants with each state to obtain proposals from at least 10 counties. Here again, employing the FCL model, the professional and a volunteer were to serve as co-project directors.

In late 1985, 10 additional projects were funded using the same methodology. This \$195,000 three-phase project is resulting in fewer traffic injuries and deaths.

To accomplish this program, NEHC members are developing new leadership skills. They are writing grant proposals,

developing project budgets, and serving in new capacities as co-project directors. They are cooperating with new state agencies and involving members at national, state, and county levels in new teaching roles.

Fayola Muchow, past president of NEHC, Inc. is the BELTS project manager. For more information about the project contact her at the following address:

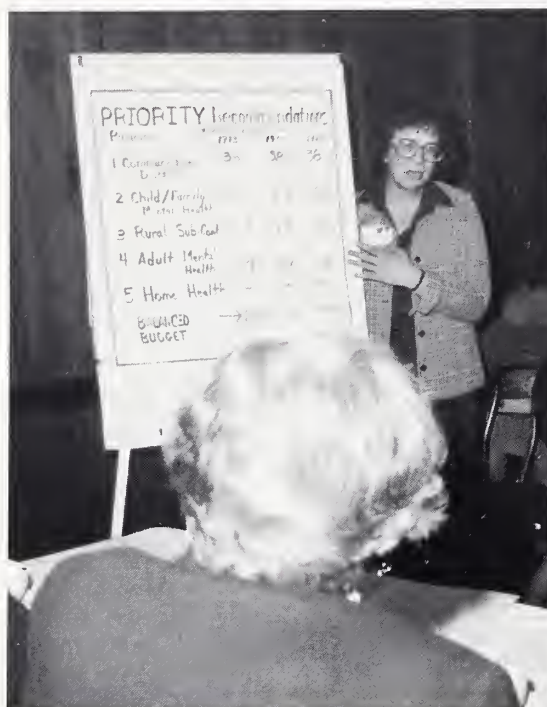
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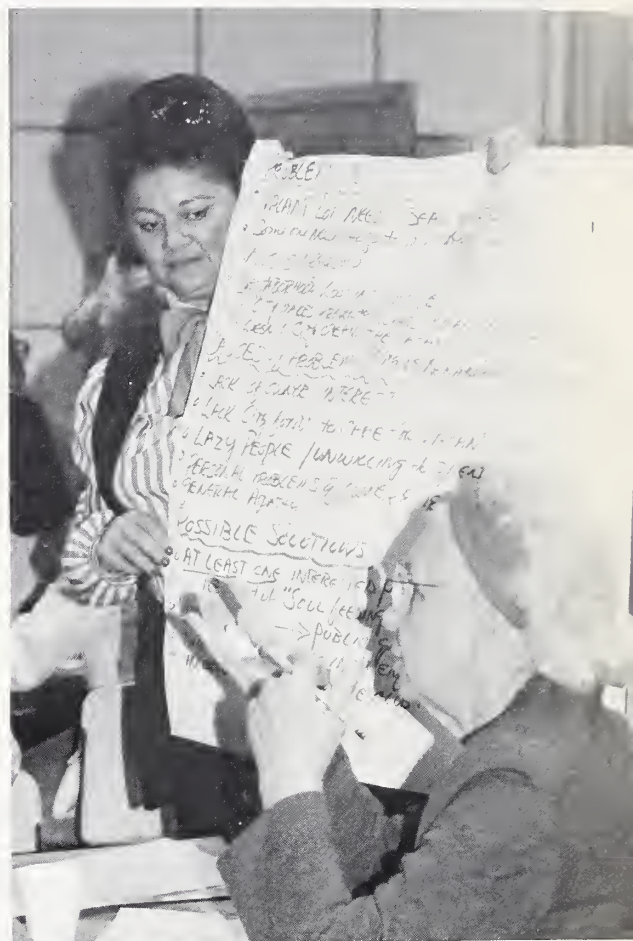
FCL—Public Policy Process

30 Extension Review

Carol J. Culler
Extension FCL
Regional Coordinator,
Western Rural
Development Center,
Oregon State
University, Corvallis



Left: After attending Family Community Regional Training Institute, Gay Fields, shown lecturing, has been elected to the urban and sanitary board in Roseburg, Oregon, and announced her candidacy for county clerk of courts. Right: Marilyn Heth, FCL trainer from Loveland, Colorado, helps a neighborhood group identify and analyze a local problem.



Four years ago, 70 women sat in a small room at the first Family Community Leadership Regional Training Institute. They were there to learn how to resolve community problems through better leadership skills.

Many of them wondered what they would do with this information once they returned home. Some were nervous when they role-played "offering testimony" in favor of a particular cause to a panel of elected officials.

All participants gained new skills and learned new strategies that could assist them in their personal growth and in handling a family or community concern.

Goals Identify Priorities

Family Community Leadership (FCL) is an educational program of the Extension Service and the National Extension Homemakers Council, Inc. with the following goals:

- education to understand the complexities of public issues and how to solve public problems;
- participation in public affairs on family-related issues by women who have learned effective leadership; and

- organization within Extension Services and Extension Homemakers which can support individual public affairs leaders and groups.

The W. K. Kellogg Foundation initially funded the program as a pilot project in six western states—Alaska, Colorado, Hawaii, New Mexico, Oregon, and Washington.

Initiating Change

Since that first institute 4 years ago, many FCL participants have initiated changes in their communities.

One participant in Washington, for example, helped formulate an injured workers program. Another participant in Hawaii helped her community raise \$60,000 for a community center. And in Alaska an FCL participant struggled to get additional school programs for special education students.

FCL participants are working on concerns such as these which are close to them and important in their communities. Some participants serve on local boards and commissions.

Training Provided

FCL participants attend a Regional or State Training Institute. A balance of ES faculty, Extension Homemakers, and volunteers make up the team. They receive 30 hours of basic instruction in six subject areas:

- Leadership and Communication
- Working with Groups
- Issue Analysis and Resolution
- Community Affairs and Public Policy
- Volunteerism
- Teaching Methods

Participants work together in county or area teams to polish their skills and formulate educational segments that they can offer to other agencies, organizations, and groups in their community.

All FCL trainers sign a contract to pay back a certain number of hours in training or service for the training they receive. Usually that amounts to 2 days per month for a year.

Team Approach Is The Core

The magic of the program is viewed as FCL's unique approach to team work. Volunteers and ES faculty are trained together; they plan programs as peers, and carry out training as co-equals. Trainers are not separated by title, work experience, or degrees.

Everyone brings unique experiences to the program and everyone can find a place to use their talents while increasing their skills in less developed areas. Critical to its success, the team approach used in FCL appears to be making a difference in the enthusiasm and support for the program.

FCL is governed by a board of directors made up of one volunteer and one ES faculty from each of the states; the National Extension Homemakers Council President (Eleanor Whittemore); and the ES/USDA Deputy Administrator in Home Economics and Human Nutrition (Ava Rodgers).

The Regional Board decides on policy and provides general guidelines for the program. Each state also has a policy board made up of a balance of Extension Homemakers, other volunteers, ES faculty, elected officials, and representatives from the business community.

Committees provide an effective way to handle the variety of decisions needed for a diverse program. They also give a large number of FCL trainers the opportunity to gain experience at various management levels.

FCL Expands

The program's success has generated interest in FCL nationwide. The W. K. Kellogg Foundation, realizing the long-term impact of the FCL program, granted funds for the dissemination efforts. Several activities were initiated to expand the program; several more are scheduled.

In the fall of 1985, the National Extension Homemakers Council (NEHC) held Regional Leadership Training (RLT) workshops. Six FCL trainers provided the training at each of these four sessions. The 380 participants consisted of ES faculty and Extension Homemakers who held leadership positions in their states.

Wyoming is the first state beyond the six initial states to establish a state FCL program. Family Resource Management Specialist Michele Merfeld and Extension Director Fee Busby fostered the development of the program.

Kellogg's recent funding of a \$296,000 grant will support additional expansion activities. A national meeting is being planned where key people, both ES faculty and volunteers from each state, will meet to discuss the organizational aspects of the project and determine how to begin an FCL program in their state.

Training Resources Available

One goal of FCL was to produce training materials. Materials developed and available for purchase are: (1) a notebook of resource materials used in training sessions and (2) a resource pack of materials from all six states and regional materials in all six curriculum areas.

Also available is an 8-minute slide/tape set which provides an overview of the FCL program.

In 4 years, FCL has provided over 2,110 women and men with intensive training in leadership and group dynamics. Participants have learned the public policy process, how to identify and analyze issues, and strategies for influencing elected officials. They have prepared lessons and taught their skills to others. They have gone into their neighborhoods to analyze problems that concern them.

FCL participants continue to seek new roles and responsibilities in their communities because they are convinced they can make a difference.

For further information about FCL, contact:

Carol J. Culler
FCL Regional Coordinator
Western Rural Development Center
Oregon State University
Corvallis, OR 97331
or phone 503-754-3621. □

Extension Evaluates Leadership Development

32 Extension Review

John A. Michael
*Study Director, NISLDE
Evaluation Specialist
Extension Service,
USDA*

Results of an ongoing national impact study on leadership development will enable Extension decisionmakers to set future priorities and to develop more effective programs in this area.

The National Impact Study of Leadership Development in Extension (NISLDE) will also inform policymakers and support-group members about Extension work.

Findings and recommendations from the study will be distributed throughout the Cooperative Extension System in early 1987.

Leadership Development Survey

In February 1986, the study team sent a survey questionnaire to approximately 3,300 Extension personnel across the country asking them to describe their policies and practices regarding leadership development.

Personnel participating in the survey include state Extension directors and 1890 administrators as well as program leaders from all states and territories. In addition, department chairs, state specialists, and both district- and county-level professional personnel representing all major program areas are included in the scientifically designed national sample.

Purpose of NISLDE

The study will probe the following issues:

Intended Outcomes: What kinds of leadership does Extension develop among clientele?

Audiences Reached: Whose leadership skills are developed? How many Extension clientele have their leadership skills developed?

Delivery Methods: What methods does Extension use to develop leadership among clientele? What is the frequency, duration, and periodicity of contact with clientele?

Resources: What support and resources do Extension staff receive for developing leadership among clientele?

Staff: Who develops leadership among clientele? Who doesn't? How does CES staff view the importance of leadership development?

Study Auspices

NISLDE was commissioned by the joint Extension Service, USDA, and ECOP Accountability and Evaluation Council. Extension Service is collaborating with Washington State University (WSU) Cooperative Extension and other Cooperative Extension Services nationwide to conduct the study. John Michael, evaluation specialist at Extension Service, USDA, directs the study. Ivan Lee Weir of Washington State University is the

principal investigator. The study team also includes Robert Howell and Chris Paxson of WSU.

Participatory Evaluation Model

NISLDE is unique among the national studies because potential users of the study results are themselves participating in its design and conduct. For example, the 15 members of the National Panel on Leadership Development were asked to act as both study teachers and authors. In 1985, Panel members counseled NISLDE staff on the definition and subtleties of leadership development on an on-going basis. In 1986, they will review the findings, assist in interpreting them and drawing conclusions, and make recommendations for decisionmakers to consider.

In addition, Panel members and study staff will co-author a dissemination and utilization plan. Merl Miller, assistant director of 4-H Youth in Maryland, chairs the Panel.

The study's overall advisory group, known as the Policy Review Committee (PRC), also closely follows developments in the study. Peter J. Horne, director and associate dean of the New Hampshire Cooperative Extension Service, chairs the PRC.

The committee is composed of 13 members who represent all major areas within the Cooperative Extension System. Marriane Houston, a volunteer, chairs the PRC Marketing Subcommittee; and Milo Shult, associate director of Texas Agricultural Extension Service, chairs the PRC Products Subcommittee.

Advice from Extension Service, USDA, is provided by Louise Ashton, a member of the Equal Opportunity Staff, and Ovid Bay, director of the Information and Communications Staff, along with the four national program leaders included in the Panel and PRC, all serving as members of the ES Steering Committee. The four national program leaders are: W. Robert Lovan, National Resources and Rural Development; Jeanne Priester, Home Economics and Human Nutrition; Dave Holder, Agricultural Programs; and Stephen R. Mullen, 4-H-Youth.

Each land-grant institution has appointed a contact person for communications about NISLDE. Contact persons cooperated with WSU staff in compiling names for drawing a nationally representative sample. No small task, this represents another first for a national study.

For additional information on the study, call John Michael on 202-475-4552 or contact him on electronic mail at AGS021.□

An Extension 1984 consumer opinion survey of the Georgia egg industry revealed more than just how shoppers in the state feel about eggs—it disclosed how important 4-H'ers can be to such efforts.

In the summer and fall of 1984, Extension planners conducted a consumer opinion survey—partly funded by the Georgia Egg Commission—to collect information that would reveal how consumers felt about aspects of quality and merchandising of eggs. This information would assist the Georgia egg industry to appreciate consumers' concerns when they purchase eggs and enable retail workers and members of the poultry industry to merchandise eggs more effectively.

The broad scope of the survey presented a problem: it was likely that many people would not take the time to fill out such a lengthy survey. Would consumers be more patient when questioned by a young and enthusiastic 4-H'er? To find out, 4-H members, county Extension agents, and adult leaders were asked to volunteer to work on this project.

Representative Counties

Extension survey specialists chose 17 counties on the basis of location, population of the county seat, and volunteer assistance by the county Extension agent. Extension tried to achieve a cross-section of population densities through representation of the south, central, and north Georgia Extension districts.

Extension volunteers collected data in 35 stores. In no case were more than four stores chosen per county. The counties ranged from rural counties with county seat populations of about 1,000 to counties in the metro Atlanta area.

The surveys were numbered by stores and color coded by Extension districts. Only a question concerning carton preference required consumer comments. Shoppers filled out 2,975 questionnaires and answered 26 questions in the following categories: purchase preference, merchandising, education, recipes, and egg quality.

Survey Questions

The survey asked eight demographic questions: sex, marital status, number in family, age, education level, race (optional), income (optional) and town/rural. Each question was summarized as a total percentage of responses and statistically analyzed by demographics.

The special report to the Georgia Egg Commission acknowledged each participant. A copy of each publication from this project will be sent to each participant for possible use in record books.

Practice Sessions

Extension agents organized the 4-H'ers and arranged for them to be supervised in each store by an agent, program assistant, or specialist.

There were two to six 4-H'ers per store, ranging from beginners to high school seniors. A practice session helped the sky 4-H'ers overcome some fears, but it took the real thing to build their self-confidence. By the time they made a few contacts, through, even those who were very shy at first were approaching customers like professionals.

Customer Contacts

At each store, the 4-H'ers talked to customers at the place most convenient for the store manager. At a few stores, the 4-H'ers worked outside or near the egg display; at most, however, they worked at the store's entrance. The 4-H'ers themselves, for an important purpose, made most of the customer contacts.

The 4-H'ers had clipboards to provide with the survey so consumers could quickly complete it in the store. But shoppers could complete the survey at home and return it via business reply mail.

All respondents were asked to fill out an address label, which was sent to the Georgia Egg Commission. The commission then used the label to send a selection of recipes to the customer in appreciation for the provided input.

Conclusions

The three primary conclusions derived from this study are: (1) County Extension staffs and 4-H members are a valuable source of help on this type of project; (2) Consumer education efforts have been successful in some areas, but more work is needed on unit pricing, causes of egg quality variation, and possibly expanding or modifying egg recipe emphasis; and (3) Educational programs are needed for industry and store personnel so they can better understand the importance of maintaining both egg quality and an attractive egg display.

This survey would not have been nearly as successful had it not been for the efforts of county staff and volunteer workers. Co-workers who made important contributions to the survey include C. F. Strong, Jr., Extension Poultry Science Department, and W. A. Thomas, Extension Marketing Department, Cooperative Extension Service, University of Georgia, Athens.

Ordinarily, with the scope of the survey so broad, many people would not have taken the time to participate. But most people found it hard to refuse to help when a young 4-H'er approached them. 4-H'ers proved a vital link in the process with their universal appeal of youthful innocence and enthusiasm. □

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*Program Leader,
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Extension Service,
USDA
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Daniel Rahn
Extension News Editor
University of Georgia,
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Extension And Leadership— How Important Is It?

34 *Extension Review*

Ivan Lee Weir
Principal Investigator
National Impact Study
of Leadership
Development In
Extension, Department
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How important is leadership development perceived to be by Extension professionals?

Currently, national studies are not available to describe the degree to which leadership development is an accepted goal of Extension workers.

Definitions of leadership abound. Authors Hemphill and Coons define it as: "the behavior of an individual when he or she is directing the activities of a group toward a shared goal." The National Impact Study of Leadership Development in Extension (NISLDE), sponsored by ES-USDA, considered the definition that leadership is "teaching clientele how to influence the ideas and actions of others." This was shortened for the Extension Goal Study that follows to read: . . . "influence and guidance training."

Recently, investigators from Washington State University conducted a state study to learn what priorities Extension professionals would give to a list of 18 goals.

These goals were developed from documents generated by Extension personnel in all major program areas, as well as from interviews with professionals employed at county and state levels who were with the five major program units of Extension. The resulting 18 goals were alphabetically arranged for a Goal Survey document.

Extension Goal Survey

To discover what priorities Extension professionals would give to each of these goals, investigators sent a questionnaire to all state administrators, specialists, county agents, and staff personnel.

Respondents were questioned concerning their attitudes, jobs, goals, and conditions of employment. Each respondent arranged a list of goals from "most" to "least important" for his or her program area. This rank ordering forced respondents to choose among competing goals—a realistic measurement assumption during this period of declining resources and increased demands on the time and energies of Extension professionals.

Two hundred and forty-nine respondents or 93.6 percent returned the questionnaires. Thirty-one respondents were eliminated either because of incomplete answers or because they worked in staff support positions. Of the 218 persons retained in the analysis, 26 were state-level administrators, 57 were state specialists, 29 were county chairs, and 106 were county agents.

An analysis of program area representation showed 31 professionals in Administration, 91 in Agriculture and Natural Resources, 19 in Community Resource Development, 42 in Home Economics, and 35 in 4-H.

Survey Results

On the average, the total group of Extension professionals ranked "Leadership Development" fourth among the 18 goals. Only "Education," "Excellence," and "Practicality" were given more important rankings by Washington state respondents.

How importantly was "Leadership Development" ranked by members of program units in Extension?

Surprisingly, Extension professionals are largely in agreement about the perceived importance of "Leadership Development" for their program areas. Administrative, Community Resource Development, and Home Economics personnel ranked "Leadership Development" third on the average in their lists of 18 goals; 4-H personnel ranked this goal second; and Agriculture and Natural Resources personnel gave "Leadership Development" an average ranking of eighth in their list of goals.

These findings are in keeping with a common sense explanation of rankings.

Generally speaking, agriculturalists are less focused in their work on people-involvement and more focused on information transfer, and therefore one would expect other goals such as "Economic Prosperity" and "Productivity" to be ranked higher on their lists. On the other hand, the four other program units in Extension are highly focused on people involvement, and thus it is natural that "Leadership Development" would be perceived as more important for these program areas.

Differences In Rankings

What about differences by employment level, education, years of service, and sex of respondent? Statistical analyses revealed there were no significant differences between the rankings which county agents and state specialists gave "Leadership Development," but administrative personnel gave this goal a significantly more important ranking.

On the other hand, the 12 professionals who held bachelor's as their terminal degrees ranked "Leadership Development" significantly more important than did their more highly educated co-workers.

In addition, persons employed in Extension 12 years or more gave "Leadership Development" a more important ranking, a finding which is directly related to the earlier reported ranking given by administrators. Finally, female employees in Extension gave "Leadership Development" a significantly more important ranking than did their male counterparts.

Conclusion: An Important Goal

Leadership development is an important goal of Cooperative Extension both as an objective to be achieved in the 1980s, and as a perceived goal for each of the program units in Extension. The emphasis given the concept in the national mission statement is supported by the extent to which state Plans of Work showed a substantial time allocation set aside for leadership development work. The survey of Extension professionals in Washington state perceived Leadership Development as an important goal, both for program areas, and among the several groups which characterize the Extension Service. □



Missouri Seminars— Savvy For Job-Seekers

36 Extension Review

Excerpted from
Exclaimer, A
publication of the
Missouri Cooperative
Extension Service

Sandy Stegall
Extension
Communications
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Missouri, Columbia

A young Missouri farmer is concerned about the depressed agricultural economy and needs another source of income . . .

A teacher who has spent 14 years teaching in international schools is curious about what job opportunities might be available to her . . .

A day care center program director wants a career change . . .

These rural Missourians with varying backgrounds, interests, and skills share one thing in

common—they need information and help in their job-seeking efforts.

That help has been given recently through 12 free rural employment seminars held in northern Missouri towns. The seminars are organized and partly funded by the Missouri Cooperative Extension Service, (MCES), a tangible result of a USDA farm crisis grant offered earlier this year to Missouri Cooperative Extension.

Earlier in 1985, the Missouri Cooperative Extension Service received a \$97,000 grant from the United States Department of Agriculture for programs dealing with the farm crisis. Tom Henderson, Extension program director, business-industry and

Employment

SENIOR ELECTRONICS TECHNICIAN

The University of Missouri-Columbia department of Biological Sciences has an immediate opening for a Senior Electronics Technician. Primary responsibilities include skilled work in the inspection, calibration, construction, installation and repair of neurophysiological and biochemical laboratory equipment plus research electronic instruments and apparatus involving some electronics design.

Minimum qualifications are a high school diploma plus two years of university or technical training in electronics, electrical engineering or physics, or an equivalent combination of education and experience. Five years experience in construction, repair and maintenance of electronic instruments with the operation and routine maintenance of microcomputers is desirable. Supervisory experience helpful. Please submit application and resume.



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Full-time positions available in Medical Intensive Care unit and Neurology/NICU. Previous Critical care experience required. We offer excellent salary and comprehensive benefits.

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position available, 20 hours per week. Must be able to and holi-

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OW La Si t

continuing education programs, University of Missouri-Columbia, requested \$3,000 to fund employment seminars.

Henderson says the seminars are unique in the state and Nation. "No matter what we do, some people are going to need either alternative income opportunities to help them stay on the farm, or they are going to have to exit agriculture," Henderson says.

Offered To All

The MCES seminars, although targeted to farm families, are open to anyone. To date, seminars have been held in Bethany, Canton, Clinton, Edina, Kahoka, Kirksville, Macon, Mexico, Sedalia, St. Joseph, Unionville, and in the Meramec area. Most of the towns are in northern Missouri where fewer non-farm income opportunities exist and where the need is greatest. About 300 people have attended the seminars.

Participants have ranged from teenagers to grandparents.

Educational backgrounds have varied from high school through graduate degrees. All seminars have been offered at no charge to the public. Although the seminars have been tailored to the areas' needs and audiences, the components have remained basically the same.

Counselors from the University of Missouri-Columbia Career Planning and Placement Center (CPPC) offer tips on filling out job applications, resume writing to highlight individual skills, interviewing techniques, and networking. All others who work on the seminars are unpaid volunteers.

Features Local Employers

A popular feature of each seminar is a panel of local employers who present their expectations and suggestions for prospective employees. Personnel directors representing area manufacturers, retailers, hospitals and medical centers, fast food establishments, and others, participate.

Panel members stress the attributes of loyalty to the organization, ability to work with others, neatness in appearance, willingness to be supervised, sales ability, good grammar, appropriate education, and skills among a host of strengths they prefer to see in employees.

Mary Heppner, CPPC counselor, says that although farmers have an incredible variety of skills—everything from mechanics and animal husbandry to computerized record keeping and welding—their personalities may be "out of tune" with what employers expect.

"Farmers like to be independent, to work out of doors and make their own decisions; employers are looking for 'team players' who don't mind being supervised or working in a plant all day," Heppner says.

Question and answer sessions following the panels allow workshop participants to ask some delicate questions and air complaints about employers.

In St. Joseph, participants voiced concerns about employers who do not notify applicants when jobs are filled, restaurants that pay less than minimum wages, and employers who hire two part-time employees rather than one full-time to avoid paying benefits.

Other components of the seminars have included presentations by representatives of the Missouri Division of Employment Security; area vocational schools, colleges and universities; and the Human Development Corporation.

In Kirksville, Kahoka, Unionville, and Macon, Extension specialists held sessions on starting and assisting small businesses.

Joining Forces

In all the seminars, Extension staff members have played a vital role in recruiting participants, obtaining speakers, arranging facilities and being part of the program. The efforts have been very "interdisciplinary," Henderson says, because specialists in business-industry, continuing education, 4-H, housing and interior design, family economics and management, community development, and farm management have joined forces to put the programs together.

Evaluations indicate that participants have come away with valuable insights. One Sedalia registrant said, "I am returning to the workforce after 10 years. The course led me to reassess my skills and to realize the need for a job target."

New employment seminars are planned for other parts of the state. □

How Extension Views Leadership Development

38 Extension Review

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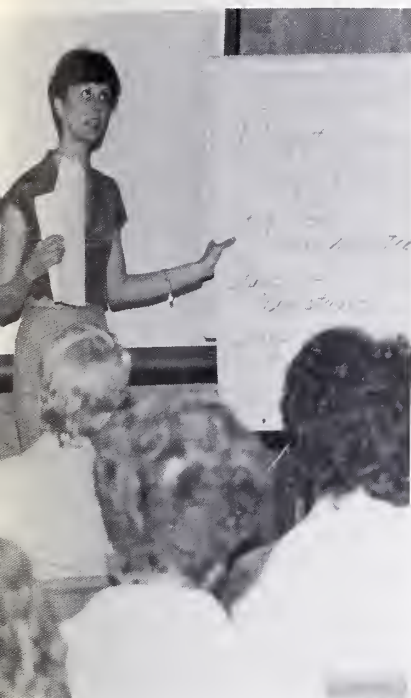


Have you ever had difficulty communicating with others about leadership development? If so, you are in good company. Different concepts of the term prevail throughout Extension.

Staff members of the National Impact Study of Leadership Development in Extension

(NISLDE) are investigating what Extension workers regard as "leadership development." NISLDE, commissioned by the joint ES-USDA and ECOP Accountability and Evaluation Council, is being conducted by ES-USDA and Extension at Washington State University, in cooperation with Extension nationwide.

NISLDE investigators found a number of different conceptions of leadership development prevailing throughout Cooperative Extension. Differing and sometimes conflicting views about what constitutes leadership development can impair communications internally as well as with Extension sponsors.



Discussions with Extension staff, including agents and specialists, about their work revealed that *their concepts of the term leadership development were patterned by who they taught, what they taught, the methods used, and the reasons for teaching specific subject matter.*

Clientele and Language

Many Extension personnel teach persons considered to be leaders by virtue of the positions they hold or their reputations. These Extension workers commonly use the phrase "leadership development" to refer to *all* educational work with such clientele regardless of the subject matter being taught. Persons holding this view will often say, "Everything we do in Extension is leadership development . . ."

Findings to date include:

Teaching Industry and Community Leaders—Some Extension clientele hold important positions in industry or the community-at-large. Examples of this clientele are agribusiness executives and newly elected



government officials. Investigators found that Extension staff who teach such persons frequently refer to all this work as "leadership development"

Teaching Volunteers—Those persons not on Extension payroll who assume responsible positions in connection with Extension programs are commonly called "volunteer leaders." Often Extension personnel charged with training volunteers will refer to any and all training activities as "leadership development," regardless of the subject matter being taught.

Teaching Potential Leaders—Many Extension personnel develop expertise among clientele in subject matter other than leadership. The objective is to give clientele sufficient command over subject matter that they can become a leader in their chosen field of work or interest. Many Extension workers doing this kind of work regard participants in their Extension educational activities as potential leaders, and they view the work with them as "leadership development."

Emphasis On Content—Some Extension workers place more emphasis on the content of what's taught to clientele than the positions they might hold. They use the term "leadership development" to refer to acquisition of knowledge, skills, atti-

tudes, and values necessary for effective leadership.

To understand what Extension personnel specifically had in mind, many documents bearing the label "leadership development"—such as plans of work and accomplishment reports—were examined. This review produced a lengthy list of leadership skills which were then grouped into categories.

The types of leadership skills identified by this procedure appear in the table on this page along with a few subject matter examples of each type.

One common thread to all the skills listed in the table is that they are taught with the intent that clientele learn *how to influence* the ideas and actions of others. Many Extension workers speak of "empowering" clientele, by which they mean helping clientele learn how to influence others.

Method-Oriented

To some Extension staff, method is of paramount significance. For example, in the minds of some Extension workers instruction had to be formal—through lectures, workshops, or some other didactic means—in order for it to constitute leadership development.



NISLDE discovered that concepts of leadership development held by Extension staff were patterned by who and what they taught, methodology, and reasons for teaching specific subject matter. Opposite, left: Forum on agricultural leadership convenes at Washington State University (WSU). Opposite, top: Delegate leaders meet at WSU at NAEHC conference. Opposite, below: Young participants in 4-H health education course. Far left: County agents attend seminar dealing with stress at WSU. Middle: Participants at NAEHC conference form a "break-out" leadership discussion group at WSU. Right: Demonstration underway in WSU soil chemistry laboratory.

Photographs courtesy of Washington State University, College of Agriculture and Home Economics.

Types of Leadership Skills Taught by Extension Personnel and Examples of Each

| <i>LEADERSHIP SKILLS</i> | <i>SUBJECT MATTER EXAMPLES</i> |
|--------------------------------------|---|
| Forming and working with groups | recruiting, building teams, identifying responsibilities |
| Managing meetings | arranging facilities and equipment, building an agenda, using parliamentary procedure |
| Solving problems | evaluating alternatives, estimating future impacts |
| Planning for group action | recognizing diverse needs, identifying key decisionmakers, understanding power structures |
| Mobilizing for group action | developing broad-base support, obtaining commitments to action |
| Understanding leadership | understanding leadership roles and styles, adapting leadership styles to situations |
| Developing proficiency in teaching | maintaining learner interest and enthusiasm, managing learning environments |
| Communicating effectively | understanding communication styles, listening, being assertive, speaking in public |
| Understanding and developing oneself | identifying and clarifying values, assessing degree of self-confidence. |
| Understanding society | learning about society's institutions, interpreting economic and social data, understanding social problems |
| Directing projects or activities | setting goals and priorities, managing and allocating human resources, measuring performance |
| Understanding financial matters | allocating financial resources, budgeting and record keeping, understanding financial statements |
| Understanding social change | understanding change and its effects, understanding how new ideas are adopted |

By contrast, content-oriented workers overlook matters of educational practice. In their view, whatever the method, leadership development consists of seeking to enhance clientele know-how in influencing the ideas and actions of others.

Purpose-Centered

Some Extension workers' concept of leadership development centered on purpose. Many persons holding this view thought that both staff and clientele needed to understand explicitly that leadership development was the purpose of the educational activity in order for it to qualify in their minds as leadership development.

Other workers thought leadership development could be done implicitly, as a by-product, while imparting expertise in subject matter other than leadership.

To some, educational efforts constituted leadership development only when *it* was the primary purpose. Others saw themselves as pursuing multiple objectives simultaneously, leadership development among them.

Many Extension workers described their leadership-development work from the

point of view of intentions, while a few spoke in terms of results. The latter noted that leadership skills can sometimes be developed unknowingly and unintentionally.

Improving Communication

Because of the varied emphasis on clientele and content, methods and purpose, NISLDE staff members compiled a list of leadership skills developed by Extension workers. The list is presented here to enhance communication about leadership development. □

Borrowers And Lenders— Bridging The Gap

Extension Review 41



John M. Sperbeck
Extension
Communication
Specialist, University
of Minnesota, St. Paul

A neutral third party hopes to bring together farm lenders and borrowers involved in adverse real estate actions enabling them to make decisions about restructuring debts.

Volunteer mediators involved in Minnesota's farm mediation program and trained by Extension hope to provide an element of fairness during these critical financial meetings.

The program, initiated by Minnesota Governor Rudy Perpich, is a cooperative effort of the Minnesota Departments of Agriculture and Commerce, various Minnesota banking associations, Farm Credit Services, farm organizations, and the Minnesota Extension Service.

During sessions between lenders and borrowers, the volunteer mediators will remain neutral. "They won't make decisions like a judge or referee," says Joyce Walker, an Extension specialist with Minnesota Extension. The mediator's role is to lead and manage the discussion without taking sides and to assure that all points of view are heard. The mediator is responsible for keeping things orderly, fair, and moving forward. The lender and borrower have the responsibility for making financial decisions and plans.

Recruitment And Training

The groups and agencies cooperating in the program recruited the mediators. Minnesota's Departments of Agriculture and Commerce screened the applicants and developed the final list.

In January 1986, Minnesota Extension provided nine training sessions throughout the state. About

300 volunteer mediators participated. Trainers were professional mediators experienced in labor, consumer, and divorce mediation. They were selected and hired by Minnesota's Departments of Agriculture and Commerce and Extension Service.

Extension's Role

Extension agents will not be mediators; however, they will help the farmers prepare a set of alternative farm business plans for the mediation sessions, according to Kathy Mangum, Project Support coordinator for Minnesota Extension. County agents will provide names of three mediators for lenders and borrowers to choose from in individual mediation cases.

The mediation service is confidential, voluntary, and low cost or free because it does not require legal counsel. Information and referrals for the lender-borrower mediation sessions are to be provided through a toll-free Project Support Hotline number.

Mediation Demonstrated

A half-day conference on the program in February 1986 included a demonstration of the mediation process for farm groups, lenders, agencies, educators, news people, and political leaders. Minnesota Extension videotaped the demonstration to use later as a training aid within the state.

For more information about the program, contact Kathy Mangum on (612) 373-5168. □

Volunteer mediators in training base their role-playing on realistic farm mediation situations. Minnesota Extension has provided nine training sessions throughout the state for 300 volunteer mediators.

Photograph courtesy of Dave Hansen, Extension Communications, University of Minnesota

The Right Stuff At The Worksite

42 Extension Review

*Marion Prince
Extension Home
Economist, Washtenaw
County Extension
Office, Ann Arbor,
Michigan*

A major movement is taking place out there! Whether you call it holistic health, health promotion, or health risk management, it all boils down to one idea, taking personal responsibility for health decisions.

Many businesses are considering ways to promote health for their employees at the worksite. An estimated 50,000 businesses in the United States have implemented some type of health promotion program; untold numbers are providers of such programs.

Some businesses have established their own staffs, facilities, and equipment to carry out health activities. Most, however, hire outside providers to conduct programs.

The Michigan Extension Home Economics program became involved in health promotion programming after the Fitness 7 notebook was issued to each county. Alabama's Extension Service originated the information for the Fitness 7 resources. The seven subjects are nutrition and weight, sleep, stress, exercise, alcohol, tobacco, and the environment.

Washtenaw County Efforts

In Washtenaw County, Extension Home Economist Marion Prince showed the notebook to staff members at the local Health Department and together they assembled a committee from several county departments. They discussed ways to promote healthful practices among the more than 200 employees at the County Service Center.

The Washtenaw County commissioners encourage county departments to work together and they endorsed the health promotion efforts, later called "The Right Stuff." For several months, they subsidized a free lunch as an incentive to participants.

Initially a survey was delivered to the 16 departments at the Service Center to an identified contact person. The returns from the employees in each of these departments were very useful in planning programs for the coming year.

A kick-off event, an open house with display booths and a free lunch, helped create awareness about the program. It attracted more than 100 employees.

Monthly Sessions

During the first year, programs offered once a month at the lunch hour covered topics including stress, exercise, weight control, and personal safety.

Resource people were drawn from the Parks and Recreation Department, the Sheriff's Department, the Health Department, Mental Health, and Cooperative Extension.

Attendance was about 10 percent of the potential audience and seemed to be independent of whether the lunch was served. The programs were free.

Each month the contact person in each department issued personal printed invitations to every employee. The logo, a hand with the thumbs-up position, was on the cover. The invitation contained a tear-off portion for a personal response.

Program Spin-Offs

One spin-off of the program is a walking club that meets three times a week to walk around the grounds of the Service Center. This is a very useful activity for people with desk jobs that allow little exercise.

The experience with "The Right Stuff" also may have been influential in helping the county Health Department receive a grant from the state of Michigan to do health promotion at the worksite with small businesses and industries. Cooperation continues with several county departments that have resource people to lend to this effort. There will be fees attached to this service because the grant contains a matching monies clause.

Implications For The Future

The results of a recent study by Marion Prince point to an increased concern about the health of employees.

Promoting healthful life choices at the worksite may not be a practical area for Extension efforts in large cities, where sophisticated providers are aggressively marketing their programs. But Extension is well known in small communities for its credible educational offerings.

Extension has skills to offer, contacts in the local communities, and relationships to strengthen with other county departments.

Health promotion at the worksite is a concept whose time has come. As seen in the Washtenaw County Service Center's "The Right Stuff" program, Extension can be instrumental in organizing successful health promotion activities. □

To fill a meeting hall with woodland owners any time during the first quarter of the year just conduct a session on tax treatment of income from timber sales.

To estimate the economic impact of taxation workshops on clientele a study was conducted by Extension forest management specialists at the University of Vermont on workshop participants who attended a two-hour session on timber sale contracts and taxation of income from timber sales.

Over the course of five weeks, during the months of January and February, 1985, approximately 130 people attended one of four sessions of the workshop conducted by Extension forest management and replicated around the state.

Workshop Objectives

Objectives of the workshop were to teach woodland owners the fundamentals of contracting with stumpage buyers and others, to introduce important taxation information regarding timber income receipts, and to show how timber sales can be arranged to meet IRS provisions for capital gains.

Three months later, each of the workshop participants was sent a survey with 24 questions to discover the dollar value of the session to each participant.

Thirty-three of the 130 questionnaires received were returned in usable form; this 25 percent response rate to a questionnaire involving personal finances is regarded as a high return rate.

Findings

About 70 percent of the respondents said they had sold timber in 1984 or in earlier years. Almost two-thirds of the respondents said they expect to have a sale in 1985. Of those who had sold timber before the session approximately 40 percent said they treated the income as a long-term capital gain.

Two out of three respondents reported they knew nothing about capital gains before the workshop—even though about half of them were experienced sellers of timber. Almost a quarter of the respondents who had sold timber before the workshop with no knowledge of capital gains, indicated that their tax returns were prepared by an accountant or tax preparer.

Experienced timber sellers were asked about the types of contracts they used. Slightly less than half of the respondents said they used a contract suggested by a forester (almost equally divided between public and private foresters). Only four percent said they used the buyer's contract. *Thirty-five percent of the respondents who had sold timber in the past said they did so without a contract even though three out of four of them said they had worked with a forester before the workshop!*

Consignment Sales

One of the primary themes of the discussion on timber sales was to avoid consignment sales. Two out of three respondents who said they had used this method of sale in the past indicated that they would not use consignment sales in the future.

Although the workshop strongly encouraged the use of foresters in timber sales, the session had little effect on respondents who had not previously worked with one. However, 40 percent of the respondents who had worked with foresters said they would be "extremely important" and 60 percent of this group agreed they would be "slightly important" to the sale.

Cost-Effectiveness

In 1984, 47 percent of the respondents said they sold \$73,410 worth of timber. About half of this group, or seven of the owners who said they did not know anything about capital gains before coming to the workshop, sold \$30,270 worth of timber. Of these, four said they treated about \$27,270 as a long term capital gain.

First, if we assume that the four respondents who knew nothing about capital gains attribute their use of it in 1984 to the workshop, the sessions saved them an amount which is at least equal to the taxes they would have paid on the 60 percent exclusion. Although the respondents were not asked to reveal their tax brackets, \$16,000 of income exclusion would result in a \$5,000-to-\$8,000 tax savings for taxpayers in the 30-to-50 percent tax bracket. If one adds to this the knowledge they gained in cost basis depletion and treatment of expenses of the sale, *then the actual value of the session to these owners is probably much higher.*

Participants were asked how much they believed the workshop saved them. The difference between their estimate of savings and the potential tax value of the income exclusion for those who first learned about capital gains at the workshop (our estimate of savings) is considerable. The same four respondents, mentioned earlier, who knew nothing about capital gains before the workshop but used it after learning the rules at one of our sessions, probably saved more than \$5000. Yet, these same individuals estimated that the workshop saved them only \$850.

Either the value of knowledge is severely under-estimated by workshop participants or they perceive other factors which cause savings to be more important.

Woodland owner workshop on taxation may be one of the most cost effective forest management subjects. Although the greatest economic impacts may be distributed between relatively few respondents, their sum is nevertheless substantial. □

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